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ABSTRACT

This document consists of 11 issues of the newsletter, "Community Update," published between April 1994 and March 1995. The newsletter provides information to help schools and communities reach the National Education Goals. Each issue contains announcements of monthly satellite town meetings; developments and issues relating to the Goals 2000: Educate America program; publications of interest; and the Goals 2000 Community Exchange where communities share answers and solutions for meeting goals. Also included in this series of issues are teachers' attitudes on professional development; Goals 2000 on the Internet; learning activities and a list of current children's literature; reports from the states; and a schedule Goals 2000 meetings broadcasts on the Discovery Network. (AEF)

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ED 381 151

COMMUNITY UPDATE: April 1994 to March 1995

by US Dept. of Education

IR017077

GOALS 2000
EducateAmerica

COMMUNITY UPDATE

NO. 42, APRIL 1994 U.S. DEPARTMENT OF EDUCATION

Professional Development Is Key To Creating World-Class Teachers, Town Meeting Panel Explains

If U.S. students are to reach world-class standards, schools and communities will need to invest time and resources in professional development for teachers, agreed the guests and audience during the March GOALS 2000 Satellite Town Meeting.

Hundreds of communities across the country joined the discussion via satellite and telephone, simultaneously exploring the needs of teachers in their local communities.

Said U.S. Education Secretary Richard Riley at the program's opening, "We all know that teachers are at the heart of any real education reform effort. If we want students to learn more, work harder, and be more accountable for what they do, then our schools and communities have to take a hard look at the way we prepare and sustain teachers."

> *"Schools and communities have to take a hard look at the way we prepare and sustain teachers."*

Guests offered their thoughts and answered questions from the studio audience and communities around the country, discussing what teachers need and how to provide good professional experiences for them. Joining Secretary Riley and Deputy Secretary Madeleine Kunin were: Mary Bicouvaris, 1989 National Teacher of the Year; David Haynes, a teacher from St. Paul, Minnesota; Zina Segre, a retired business executive from Syntex Laboratories and a former manager from the Industry Initiatives in Math and Science Education in the San Francisco Bay area; and, Cherie Major, an associate professor in Professional Education at the University of Southern Maine.

As a teacher for more than 25 years and an active participant in developing voluntary national standards for history, Mary Bicouvaris explained why teachers need continuing, challenging professional development. "Like most other professions, but especially teaching, a teacher has to continue learning. Professional development is the manner in which the teacher becomes a master...the professional development of a teacher never ends," she said.

The voluntary national standards now being developed (or recently released) in all of the academic subjects are changing the way that schools and communities think about professional development, agreed the participants. "Teacher development is a critical part of raising standards, improving schools and fulfilling the mission of Goals 2000 that every student has a quality education," Deputy Secretary Kunin said in summary. David Haynes, a middle school teacher and current teacher-in-residence at the National Board for Professional Teaching Standards, addressed the idea of what improved professional development experiences should look like. "Some of the best professional development experiences are those that have been designed by the staff of a particular school to meet the needs of that school,"

See ***Professional Development,*** *page 2*

Note To Readers: *As this edition of* Community Update *goes to press, the Goals 2000 Educate America Act is awaiting a final vote in the U.S. Senate and House of Representatives. Look for more details in our May issue.*

April Satellite Town Meeting Spotlights Math and Science

One of the most challenging of all the National Education Goals — "By the year 2000, U.S. students will be first in the world in mathematics and science" — will be the focus of the next Goals 2000 Satellite Town Meeting on Tuesday, April 19, at 8:30 p.m Eastern Time.

A panel of guests will join U.S. Secretary of Education Dick Riley and Deputy Secretary Madeleine Kunin to talk about ways that schools and communities can work in partnership to improve math and science education.

Some of the questions the panel will consider are: why our students — including elementary school students — need to learn more math and science, and to take more challenging courses in these disciplines; how math and science instruction is changing to involve more hands-on, real-world, problem-solving and group learning approaches; and how teachers can be better prepared to deliver world-class instruction.

Coordinates for April's Satellite Town Meeting are as follows (*note they are the same as March's coordinates*):

C-Band: Galaxy 7, Transponder/Channel 18; Vertical Polarization; Downlink Frequency 4060; Audio Subcarriers 6.2 and 6.8; Orbital Location: 91 degrees West.

Ku-Band: SBS-6, Transponder/Channel 5; Horizontal Polarization; Downlink Frequency 11823; Audio Subcarriers 6.2 and 6.8; Orbital Location: 95 degrees West.

To find out how your community can join in the Satellite Town Meeting, or to let us know that your community will be participating, call 1-800-USA-LEARN.

NEWS IN BRIEF

Grants for Museum-School Partnerships

The Institute for Museum Services (IMS), a federal agency that supports all types of U.S. museums, has announced a new grants program for museum-school partnerships. The new IMS Museum Leadership Initiatives awards will fund projects that bring together schools, museums and communities to further education reform and achieve the National Education Goals. Awards up to $40,000 will support planning, needs assessment, program development and analysis of results. For application materials, contact the Institute for Museum Services at 202/606-8539.

Air Force Band Helps Local Schools

Members of the United States Air Force Band, based at Bolling Air Force Base in Washington, D.C., have joined forces with the local public schools to work on the National Education Goals. More than 50 members of the Band volunteer their time to visit schools in the District and suburban Maryland and Virginia schools to present clinics, demonstrations and mini-concerts. The aim is to help students gain a deeper knowledge and appreciation of arts and culture. The presentations "place an importance on discipline and practice to achieve musical excellence, as well as personal excellence," Technical Sergeant Jennifer Lyons said. She noted that the program is "providing the Air Force Band with an opportunity to use its abundance of talent and to give something back to its Air Force District of Washington home."

"Transforming Ideas" Publications Now Available

Two new reports published by the U.S. Department of Education suggest how schools and communities might make fundamental improvements in mathematics and science education.

Transforming Ideas for Teaching and Learning Mathematics and *Transforming Ideas for Teaching and Learning Science* each offer 10 ideas for changing math and science instruction that challenge parents' and educators' beliefs about the very nature of the disciplines — and about teaching and learning as well. The "transforming" ideas include:

- The elementary grades are a critical time for capturing children's interest in science. If students are not encouraged to follow their curiosity about the natural world in the primary grades, waiting to teach science on a regular basis in grade four may be too late.
- Only in the U.S. do people believe that learning math depends on special ability. In other countries, students, parents, and teachers expect that most students can master math through hard work.
- Learning science is interactive and happens best in a social context where ideas are shared, explored and tested.

Single copies are available while they last from the Department of Education's Office of Educational Research and Improvement, Education Information Branch, 555 New Jersey Avenue, N.W., Washington, D.C. 20208-5641.

Teachers Talk About Pr

Several teachers in the studio audience fo Ma press their views on camera during a special segme

More time for community networking: "There are don't have the time to make the phone calls that are you can have field trips, have speakers come in, wh students...."

Scheduling professional development: "We need occurs during the day when teachers are working ... innovative ideas."

Help with the teacher's new role: "Today's teache knowing how to manage a classroom. In the past, by the seat of my pants...."

Teachers designing professional development: "V up of parents and teachers and the principal, and w improvement.....I have a firm belief that if *teachers* i more effective."

Professional Development, continued

he said. "Teachers are the best judges in terms of what they need for professional development."

Haynes explained that the National Board for Professional Teaching Standards is examining and challenging teaching as a profession. The Board is developing new voluntary "teaching standards" that will serve as vehicles for accomplished an pe-rienced teachers to gain professional advancement and r gni-tion. Achievement of these standards will serve as an important milestone for teachers, Haynes said.

In a special segment, a live studio audience of practicing classroom teachers from the D.C. Metropolitan area shared their ideas about professional development with Secretary Riley and the viewing audience. [See accompanying box.]

After determining what teachers need, the town meeting explored successful programs that are meeting demands in local communities. In the San Francisco Bay area, an innovative program, the Industry Initiatives in Math and Science Education (IISME), is bringing classroom teachers into math and science related industries and providing applied work experiences during the summer, explained Zina Segre, a former manager of the program. With a brief videotaped report, Segre demonstrated how teachers return to their classrooms rejuvenated from their work experiences and bring a new set of skills to their schools, including more real-world, problem solving skills; new communications tactics; and new advice on career paths for students. Industries involved in the program gain enthusiastic employees for the summer and a connection to their future work force, Segre noted.

While on-going professional development is essential, panelists agreed, another key to reforming the profession of teaching is the university, where most teachers receive their initial preparation. Dr. Cherie Major, a professor at the University of Southern Maine, described her institution's approach and its differences from most traditional teacher education programs. Her "School for fes-sional Education" offers a graduate program where uni sity students are in the schools and classrooms every day. They take

Are you on the Community Update mailing list? To

ofessional Development

arch ellite Town Meeting got a chance to ex-
nt of the program. Here are some quotes:

so many resources that are available, but teachers
necessary, the visits that are necessary so that
atever you need to bring the information to the

to structure ... professional development so that it
(so they are) fresh and benefit from new and

r needs a lot more help in being a facilitator and
when I first came up through the profession, it was

We have a school improvement team that's made
e've looked at areas we need to work on for school
dentify what it is they need, the training is much

university classes in the local school building and interact constantly with both university faculty and practicing classroom teachers.

"We believe that you come [to professional teacher education] with two different perspectives of knowledge, the university — m research oriented — and, the classroom teachers — more p ce oriented — and they are both of equal value," Major said.

At the University of Southern Maine, after students have completed their one-year internship, they apply for actual teaching positions. They receive continual support and on-going education from the university for another two years until they have completed the masters degree. Major stressed that it is not only the schools that benefit from the partnership arrangement, but "as a result of working with the schools our college has done a lot of internal changes — in terms of what we value."

Via satellite uplink, town meeting participants were able to see and learn about a unique professional development program in Mississippi, Alabama, and Tennessee. Called the Tri-State Education Initiative Consortium, the partnership includes the local facility for NASA, the space agency. Live from Iuka, Mississippi, Executive Director John Arnold explained the initiative's belief that professional development is fundamental to improving education.

Third grade teacher Teresa Lomenick offered a testimonial: "I guess I was the picture of the burned out teacher at the end of last year and through the Initiative [and an intense hands-on summer science workshop] I've been given a shot in the arm and turned my teaching around," she said.

The March Satellite Town Meeting was sponsored by Miles, Inc. and the National Geographic Education Foundation and produced in cooperation with the U.S. Chamber of Commerce. The town meeting was broadcast live from the Chamber's Biznet te sion studios. For more information on the guests, call 1-800-U -LEARN.

eceive your monthly copy, call 1-800-USA-LEARN.

Voluntary Standards for Arts Education Complete

On March 11, a coalition of arts education groups presented U.S. Secretary of Education Dick Riley with the final draft of the nation's first standards for teaching and learning in the arts.

The new arts standards are designed to provide U.S. schools with guidelines as to what constitutes a good education in four arts disciplines: music, dance, theatre and the visual arts. The standards, which will be voluntary for schools, describe what every American schoolchild should know and be able to do in these disciplines at the completion of grades 4, 8, and 12.

At a Washington, D.C., press conference announcing the standards' completion, Secretary Riley said, "These standards are very high standards and that is the whole point.... They tell us to aim high, to have high expectations and to encourage our children to make the effort."

The arts standards were developed, beginning in June 1992, by the Consortium of National Arts Education Associations, led by the Music Educators National Conference and including the American Alliance for Theatre & Education, National Art Education Association, and the National Dance Association.

High standards for all students are a key element of the Goals 2000 Act's vision of school reform. With support from the U.S. Department of Education, efforts are underway to develop voluntary national standards in other core academic disciplines: English, science, history, geography, civics and government, and foreign languages. National standards for mathematics education are already complete.

For more information or a copy of the new arts education standards, call the Music Educators National Conference at 800/828-0229.

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THE GOALS 2000 COMMUNITY EXCHANGE

In this monthly feature, we invite you to write us if your community has a specific problem or question that another community might have already solved. Each month we'll choose a question or two and ask our readers to send responses that we'll publish the following month.

Here's last month's question: What are communities doing to help disadvantaged and at risk students to achieve high standards and succeed in school?

A reader from **Lawrence, KS** *writes to us about the School-To-Work Internship Program for students with disabilities, a collaborative effort between Full Citizenship Inc., the Lawrence Chamber of Commerce, Holiday Inn Holidome, and the Lawrence Public Schools. High school students eligible for special education classes, including students with learning disabilities and mental retardation, can participate in the School-To-Work Internship Program. Staff of Full Citizenship work with members of the business community to establish internship sites that are fully paid, unique work experiences. Sponsors say that students who participate in the program exit high school with the beginnings of a professional resume, business references, interview experiences, more focused vocational interests, and a broader understanding of the working world.*

Adriana Vanaugh of **Washington, D.C.** *told us about the Program in Immigrant Education, which seeks to improve secondary education for immigrant students by working towards three goals: improving English language and literacy development, improving mastery of academic content and skills, and improving access to postsecondary opportunities (including preparation for higher education and or the workforce). There are four demonstration projects established at the California State University, California Tomorrow, Intercultural Development Research Association, San Antonio, TX, and the University of Maryland. Each project collaborates with one or two school districts in major centers of immigrant settlement. Soon the projects will start a planning phase that includes activities such as creating school-based teams, curriculum development, and professional development activities. In addition, each project will do a needs assessment to characterize the local demographics and available services to immigrant students. The planning phase will be followed by three years of project implementation in schools.*

Since the April Goals 2000 Satellite Town Meeting will focus on National Education Goal Four, we thought we would revisit a question posed just a few months ago: What are communities doing to help improve math and science education in their local schools?

If you have a successful program that addresses this issue, write us and we'll include your answer in next month's Community Update. *Send your answer or questions for future editions to GOALS 2000 COMMUNITY EXCHANGE, U.S. Department of Education, Room 4141, 400 Maryland Avenue S.W., Washington, D.C. 20202.*

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

GOALS 2000

COMMUNITY UPDATE

Special Issue
GOALS 2000 Passes!

NO. 13, MAY 1994 U.S. DEPARTMENT OF EDUCATION

Introducing GOALS 2000: A World Class Education for Every Child

***San Diego, CA** — President Bill Clinton signs into law the GOALS 2000: Educate America Act on March 31, 1994. Surrounded by students from Zamarano Elementary School, President Clinton called the bill "a remarkable departure."*

It supports "the innovations of local communities" as well as "schools that let the teachers and the principal...innovate [and] involve parents," so that all children reach high academic standards, he said.

Witnessing the signing are (left to right) Congresswoman Lynn Schenk (D-CA), U.S. Education Secretary Richard W. Riley, First Lady Hillary Rodham Clinton, and Congressman Robert Filner (D-CA).

Photo courtesy White House Photo Office.

Dear Community Update Reader:

Many of you have been working to improve your schools and reach the National Education Goals. You know, better than anyone, how steep the road is. I want you to know that President Clinton has signed into law legislation to help. It's the GOALS 2000: Educate America Act, the most important new federal education initiative in decades.

But it's more than a piece of legislation. GOALS 2000 is an invitation to do what only communities can do to improve teaching and learning for every child. It's an invitation to reinvent education across America so that all of our children reach standards of learning once expected of only our top students.

The GOALS 2000 challenge to your community – and to every school – is straightforward.

Figure out what all children need to know and be able to do so that, as adults, they'll be able to get good jobs and live good lives. Then decide what has to be done to make sure that all children learn those things.

You'll need a plan – a GOALS 2000 action plan – that aims to help your schools and community improve everything about education: standards, curriculum, assessments, professional development for teachers, technology, school governance and much more. You'll want to ask: What's working? What's not? What else is needed? Answering these questions – and acting on the answers – will take commitment and hard work. But you won't be alone.

GOALS 2000 can help you form strong partnerships within your community, your state, and with the federal government. It offers a framework and support for your state and school district to blend all resources and programs so that all the various "pieces" add up to more than the sum of the parts. We in the federal government know that the success of GOALS 2000 depends on you – parents and teachers, schools and communities. We hope to hear from you about ways we can help.

Regardless of where you are in the process, I want to extend to you this invitation:

Join us where you are. Start with your strengths. Build on what you have.

I hope you will be part of this movement to help every child reach for a bright future. I hope you will seize this opportunity as if our future depended on it. Because it does.

Dick Riley

What GOALS 2000 Means for You

It passed! On March 31, President Clinton signed the most sweeping new federal education legislation in decades: the GOALS 2000: Educate America Act. This Act, or "GOALS 2000," is built on research and lessons learned from more than a decade of trying to improve schooling. It represents a broad consensus on how American education must change if we're to reach the National Education Goals and move every child toward meeting high standards. So it's no surprise that GOALS 2000 was supported by both Democrats and Republicans, and by nearly every major education and business group in the U.S. GOALS 2000 presents a rare opportunity. Let's look at what it means for you.

High standards for all students.

This is the North Star for reform under GOALS 2000: high standards for every child. But what do we mean by "high standards"?

If youngsters are moving toward high standards, they are learning what they'll need to know and be able to do to succeed in today's world. And they are engaged in academically challenging activities. Such activities may include reading and discussing important ideas found in history and literature; using math and scientific knowledge to design complex experiments; drawing on tools and knowledge of geography and the arts to make connections; learning a second language and navigating databases on the Internet to solve problems; and developing the habits of writing, communicating, and thinking clearly.

You may want to ask: Are all children in our community involved in activities like these?

Support for comprehensive efforts — at all levels — to help every child reach high standards.

GOALS 2000 offers your state — and, over time, your school district and school — "seed money" for developing its own plan and partnership to reach the National Education Goals and to help every child reach high standards.

Participating states will use GOALS 2000 funds to develop their own comprehensive, long-term plans to improve all features of schooling throughout the state. But 60 percent of those state funds in the first year (July 1994-95) and 90 percent in subsequent years will go to school districts — for developing and pursuing their own comprehensive plans, and for the professional development of teachers and principals.

The lion's share of support under GOALS 2000, though, goes to individual schools. Seventy-five percent of school districts' GOALS 2000 funds in the first year, and 85 percent in each year thereafter, go to individual schools' efforts to develop and pursue their own comprehensive, continuous improvement plans to move every child toward high standards.

Congress has appropriated $105 million for GOALS 2000 in 1994. President Clinton has asked Congress for $700 million in 1995.

Not every school and school district will receive GOALS 2000 funding in the first year. But with or without initial funding, your community may want to use GOALS 2000 and its "framework."

A framework for your plan.

Based on years of research and reform, the GOALS 2000 framework can help your schools and community redesign everything — the curriculum and assessment, instruction and professional development, parent and community involvement, technology and management, and more — around clear, high standards.

That's no small undertaking. Nor will it happen overnight. But it's necessary if the various "pieces" of education are to add up to more than the sum of the parts and if every child is to reach high levels of learning. What are these pieces, or elements, that your GOALS 2000 plan ought to seek to improve? Below are the 10 GOALS 2000 Elements, plus a few questions about each.

Teaching and learning, standards and assessments. What are we doing to raise expectations for every child? Are we improving the curriculum, instructional materials, professional development, student assessment, use of technology, and more? Is our state developing high standards in core subjects, and are our improvements in teaching and learning directed at helping all children reach those high standards? Are we creating time for teachers to share ideas?

Opportunity-to-learn standards or strategies, and program improvement and accountability. Are all our students getting quality instruction? Do all our teachers participate in quality professional development? Are all our schools safe, disciplined and drug-free? How do we help low-performing schools?

Technology. How are our teachers and students using technologies? What's our plan for helping them use technologies more powerfully? Does our plan provide for teacher training and technical assistance? Does it include businesses and other partners in the community? Does it aim to extend the power of technology to all children? Is our technology plan

So, How Can I Get Started?

Many states are participating in GOALS 2000. Is yours? You may want to call your governor or chief state school officer to find out. If your state is participating, ask how you can get involved.

Also, call your local school board and school superintendent. Ask if a long-term, comprehensive plan to help all students reach high standards — and to reach the National Education Goals — is being developed. Ask if they're talking with the governor's office, chief state school officer, or other state officials about participating in GOALS 2000.

Call your local school. Ask what you can do to help make sure that every child reaches high standards. Ask if there is a child in your neighborhood who could use some extra help with schoolwork.

For more ideas about how to get started, call the GOALS 2000 Information & Resource Center, 1-800- USA-LEARN.

GOALS 2000

COMMUNITY UPDATE

NO. 13, MAY 1994 U.S. DEPARTMENT OF EDUCATION

May Satellite Town Meeting Features Time and Learning

Time has been called "the missing element in the education reform debate." How time is used in schools will be the focus of the next GOALS 2000 Satellite Town Meeting on Tuesday, May 17th, at 8:30pm Eastern Time.

A panel of guests will join U.S. Secretary of Education Dick Riley and Deputy Secretary Madeleine Kunin to explore how schools can use time in new and better ways to help all children meet high standards. Some points they will consider include: redesigning the school day to provide more time for academic subjects; extending the school day and school year; lessons from other nations about how students and teachers can use time; how new technologies can expand time for learning; and, innovative ways that school districts and communities have found to give teachers the time they need for study and preparation.

The town meeting will also feature the recently released report, "Prisoners of Time," developed by the National Education Commission on Time and Learning.

Coordinates for May's Satellite Town Meeting are as follows (note the channel change on the C-Band):

C-Band: Galaxy 7, Transponder/Channel 16; Vertically polarized; Downlink frequency 4020; Audio subcarriers 6.2 & 6.8; Orbital location: 91 degrees West.

Ku-Band: SBS-6, Transponder/Channel 5; Horizontal polarization; Downlink frequency 11823; Audio subcarriers 6.2 & 6.8; Orbital Location: 95 degrees West.

To find out how your community can join in the Satellite Town Meeting, or to let us know that your community will be participating, call 1-800-USA-LEARN.

"First in the World in Science and Math" Is Attainable with High Standards

How can we help our children become "first in the world in math and science?" That was the primary question of the April 19th GOALS 2000 Satellite Town Meeting. Panelists agreed that with high standards and partnerships, schools and communities can move toward this National Education Goal.

Communities across the country joined Education Secretary Richard Riley and Deputy Secretary Madeleine Kunin to talk about ways that communities might form partnerships to improve math and science teaching and learning. Dozens of cable access stations broadcast the town meeting live.

In Washington, D.C., a studio audience participated in the discussion with the panel, which included Walter Amprey, Superintendent of Schools in Baltimore, Md.; Marie Lopez-Freeman, a teacher from Los Angeles; Ellsworth Brown, President of The Carnegie in Pittsburgh, Pa.; and Steve Hulbert, a businessman from Olympia, Wash. White House science advisor Jack Gibbons joined the conversation in a special segment.

Walter Amprey explained that in the Baltimore City schools, "We try to have all of our eighth grade students learning algebra because we recognize the tremendous value associated with learning math and science at very high levels."

Such high expectations are crucial, agreed Amprey and Maria Lopez-Freeman. A teacher of 25 years, Lopez-Freeman is participating in a national effort to develop model science standards. "The standards," she noted, will help us understand "...what it means... to be first in science and math." Math standards have already been developed by the National Council of Teachers of Mathematics and are being used in communities across the country.

One way to help students learn math and science is through technology. During the course of the teleconference, four Washington D.C. area students joined Education Technology advisor Linda Roberts to discover some of the characteristics of a hurricane and information on rebuilding fisheries, using the Internet.

It is up to communities, not schools alone, to make technology available, agreed Ellsworth Brown and Steve Hulbert. They stressed the importance of combining resources and making sure that schools are partners with business, museums, libraries and other organizations.

Businessman Steve Hulbert creates these connections every day, as Chairman of the Northwest Watershed Alliance in Washington State. Environmental education, he said, can make math and science relevant to students. "I really believe we need to drop the word 'environmental' and show the community problems... and provide that thread of opportunity to bring business and other partners into that school room, as well as out into the community, to form partnerships and opportunities."

In Pittsburgh, The Carnegie — a unique public trust of museums, libraries and music organizations — has announced the formation of a "Regional Science Institute" to serve the schools of Western Pennsylvania. Brown asked parents to think beyond the classroom as they teach their children: "Another way to encourage a child is to begin to talk with them within a different environment such as a museum of science, or a zoo, and to deal with projects where there seems to be a purpose to the learning."

The Town Meeting was sponsored by Miles, Inc., Texaco, and the Carolina Biological Supply Company, and produced in partnership with the U.S. Chamber of Commerce and Biznet.

For more information on the guests and their programs, call 1-800-USA-LEARN.

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

THE GOALS 2000 COMMUNITY EXCHANGE

In this monthly feature, we invite you to write us if your community has a specific problem or question that another community might have already solved. Each month we'll choose a question or two and ask our readers to send responses which we'll publish the following month.

We've received a lot of mail about math and science programs. So, here are a few more ideas about the question: *What are communities doing to help improve math and science education in their local schools?* (Asked by a reader from Bridgeport, Conn.)

Suzanne and Bill Duesing write to us about a program they are involved with in Oxford, Conn. Students at the Hallen Community School can be found making herb tea from dried apple mint and peppermint, and potato chips out of potatoes they had harvested from their Hallen School Community garden. The students drink the tea and fry and eat the potatoes. While the potatoes cook, Farmer Bill teaches a math lesson about the price of raw potatoes at the market, contrasted to the price of potatoes in the small bags of chips they frequently eat. The students are amazed that potatoes frequently cost as little as 10c a pound, yet the chips cost between $4 and $6 a pound.

Michelle Miller, from Kanawha County, W. Va., tells us about a joint venture between industry, schools, and West Virginia University's Extension Service. Kanawha County Schools formed the BEAMS (Bold Educational Achievement Through Math and Science) Board of Directors to direct the community's expertise and resources toward curricular restructuring. The new structures go beyond books and classroom walls to integrating hands-on experiences in classrooms and informal education settings. BEAMS accomplishments include creating a support network for middle/junior high science teachers in which area professionals may more easily contribute their expertise to enriching science instruction and the KIDS (Kids Involved in Doing Science) Summer Camp, where through hands-on investigations presented by local scientists and engineers, students experience science in a way not possible inside the classroom.

This month's question: *What types of successful school-to-work programs are schools and communities using, other than tech prep?* (From Dale Parnell in Corvallis, Ore.)

If you have a successful program that addresses this issue, write us and we'll try to include your answer in next month's Community Update. Send your answer or questions for future editions to: GOALS 2000: COMMUNITY EXCHANGE, U.S. Department of Education, Room 4141, 400 Maryland Avenue S.W., Washington, D.C. 20202. Or fax to: 202-205-0676.

GOALS 2000 Bill Available on Internet

Now, through the magic of the Internet, you can get the text of every section of the newly enacted "Goals 2000: Educate America Act." The files include:

G2K Purposes	Purpose and definitions
G2K TitleI	Title I — National Education Goals
G2K TitleII	Title II — Leadership, Standards & Assessments
G2K TitleIII	Title III — State & Local Education Systemic Improvement
G2K TitleIV	Title IV — Parent Assistance
G2K TitleV	Title V — National Skill Standards Board
G2K TitleVI	Title VI — International Education Programs
G2K TitleVII	Title VII — Safe Schools
G2K TitleVIII	Title VIII — Minority-Focused Civics Education
G2K TitleIX	Title IX — Education Research and Improvement
G2K TitleX	Title X — Miscellaneous

To retrieve a copy of the first file, send an e-mail message to "LISTSERV@asu.edu". Write on one line of the message, GET G2K CONTENTS F=MAIL. A few minutes later, you'll receive an e-mail with the Goals 2000 Table of Contents. For a copy of Title IX, follow the same steps but substitute "TITLEIX" for "CONTENTS."

The Triangle Coalition Helps Build Alliances

Communities seeking partnerships for improving math, science and technology education may find help from the Triangle Coalition for Science and Technology Education. The Triangle Coalition serves as the liaison and clearinghouse for more than 600 local and statewide alliances across the country, providing access to and use of available learning resources.

In Canton, Ohio, The Education Enhancement Partnership, a Triangle Coalition member, has joined numerous community organizations in a math and science initiative called the Volunteers in Partnership. Dr. Jane Hazen, who works with the Stark County School District, says, "Nationally, our link with the Triangle Coalition has enabled us to network with other organizations and increase our knowledge of resources available to our schools. The overall winner of the increased collaboration is our students!"

Many communities already have task forces on math and science education and may look to the Triangle Coalition for advice on forming a more formal alliance. *A Guide for Building an Alliance for Science, Mathematics and Technology Education* is a how-to manual on alliance building and maintenance developed by a team of alliance leaders. In this guide, alliances nationwide share the secrets of their success including tips, mission statements, goals, and descriptions of individual alliance programs.

Single copies of the Alliance Guide are free upon request. Additional copies are $5.00 each, postage and handling included, with discounts for bulk orders available. For more information write ATTN: ALLIANCE GUIDE, Triangle Coalition for Science and Technology Education, 5112 Berwyn Road, College Park, MD 20740-4129; (301) 220-0886

integral to, and integrated with, our comprehensive plan to move all children toward high academic standards?

Governance, accountability, and management of schools. Does each school have the authority and capacity to make its own decisions about staffing, budgets, and other issues? Does each school have strong leadership? Does our school district have a coherent system for attracting, recruiting, preparing and licensing, evaluating, rewarding, retaining, and supporting teachers, administrators, and other school staff? Is this system tied to high academic standards? Do we provide incentives for students, teachers, and schools to work hard and reach high levels of performance? Are we encouraging schools to seek waivers from rules and regulations that stand in the way of excellence?

Parent and community support and involvement. Are we taking steps to help families so that all children enter school ready to learn? Are we improving communication between school and home? Are we creating a "whole community" partnership to improve teaching and learning? Are we enlisting partners throughout the community — grandparents and senior citizens, employers and volunteer groups, libraries and community colleges, churches and media, social service agencies and law enforcement, and others? Are we reporting regularly to the community about our progress?

Making improvements system-wide. Are we encouraging innovation — and making time for planning it — in every school? Are we providing opportunities for all teachers and school staff to learn and continuously improve instruction? Are there vehicles by which teachers and principals can share ideas and models — newsletters, computer networks and conferences?

Promoting grassroots efforts. Does our comprehensive plan respond to the needs and experiences of parents, teachers, students, business leaders, and other community members? Have strategies been developed to get broad input on our comprehensive plan? Are we providing discretionary resources for teachers and schools?

Dropout strategies. What are we doing to help all schools become places where learning is meaningful, and where all students feel they belong? Do we reach out to students who have left school, and invite them to earn their diploma through a range of educational options?

Creating a coordinated education and training system. Does our comprehensive plan include programs to help students make the transition from school to work? Are these programs designed to move participating students towards high academic standards, as well as prepare them for careers? Are these programs built around a multi-year sequence of learning at work sites and at school — learning that is connected and coordinated?

Milestones and timelines. Have we developed milestones and timelines for each element we aim to improve? Does everyone know what those milestones are? Do we have a system for reporting on our performance, in relation to those milestones, and for using that information to improve our performance?

A process for building a broad partnership.

A plan for changing all those features won't just materialize. It'll take a Herculean effort — by a group of committed, influential individuals.

That's the role of the GOALS 2000 "planning panel": to drive the development of your community or school's GOALS 2000 plan.

This panel probably has a better chance of succeeding if its members, as a whole, reflect the diversity of the community. So your community may want to include at least the following on its leadership panel: teachers and other school staff, parents (including parents of children having special needs), secondary school students, school administrators, business representatives, early childhood educators, representatives of community-based organizations, and others. The panel will want to get input on the plan from the beginning, to build community-wide and school-wide commitment to carrying it out.

To develop that ownership, your community may want to use various forums for communicating — neighborhood and community "town meetings," speaker

*See **GOALS 2000**, page 4*

GOALS 2000 also includes...

National Education Goals.

GOALS 2000 reaffirms the six original Goals and adds two more — one on parent partnerships and one on professional development for teachers.

National Education Goals Panel.

GOALS 2000 establishes in law the National Education Goals Panel. The Act also directs the Panel to build public support for the Goals, report on the nation's progress toward meeting the Goals, review standards submitted to the National Education Standards and Improvement Council (NESIC), and more.

National Education Standards and Improvement Council (NESIC).

GOALS 2000 creates this Council to examine and certify voluntary national standards, state standards for content, student performance and opportunities to learn, and student assessment systems. The decision about whether or not to submit to NESIC a particular set of standards or an assessment system is up to the state or professional group that developed them. Submission is voluntary.

National Skill Standards Board.

GOALS 2000 creates this Board to stimulate the development of a voluntary national system of occupational standards and certification. The Board will identify clusters of major occupations in the U.S. and encourage development of skill standards in each cluster. Skill standards that meet rigorous criteria will be certified by the Board.

Waivers.

GOALS 2000 allows state education agencies to apply for waivers of certain federal education program requirements that impede the GOALS 2000 plans of their school districts or schools, or their own state plan. Civil rights laws and other certain statutory requirements may not be waived. Also, GOALS 2000 allows the Secretary of Education to select up to six states for participation in an Education Flexibility demonstration program. Under this program, the Secretary may delegate his waiver authority to those six states.

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20850-4305 33

bureaus and seminars, public surveys and newspaper inserts, toll-free hotlines and computer networks, and others.

Additional federal help.

Transforming a whole school, or an entire school district, is one of the great challenges we face together in this final decade of the 20th century. We in the U.S. Department of Education know that our success depends on your success, so we will be working to support your efforts.

One change we're struggling to make involves the structure of certain federal education programs. Many of these programs are narrowly focused and rigid. Many encourage piecemeal approaches aimed at minimal standards for children. They discourage the very kinds of comprehensive, long-term efforts required if we're to reach the National Education Goals and help all students reach high standards.

President Clinton's proposal for reauthorizing the $10-billion-a-year Elementary and Secondary Education Act would change that. It would allow federal resources to be harnessed to the state or community's comprehensive effort to help all children reach high standards. His proposal, known as the "Improving America's Schools Act," would allow states to use a single set of standards and assessments, instead of one set for state requirements and another set for federal requirements. This legislation is scheduled to be approved by Congress this summer.

There are other ways the U.S. Department of Education will be working to help you. Through our Information Resource Center, Community Update newsletter, Satellite Town Meetings, and publications, we will continue to feature pioneering efforts and innovative ideas. We are offering a handbook on how to get started: *GOALS 2000: An Invitation to Your Community.*

We're developing several online services, including a library you may access using the Internet. If you have e-mail access to the Internet, you can get the GOALS 2000: Educate America Act electronically. For directions, call 1-800-USA-LEARN.

We're offering more and better services because the hardest, most important work in America depends on you. Only you — parents and teachers, citizens and students — can transform education in your school and community.

The National Education Goals

By the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- United States students will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

GOALS 2000

COMMUNITY UPDATE

NO. 14, JUNE 1994 U.S. DEPARTMENT OF EDUCATION

Using Time Creatively is Critical to School Reform Success

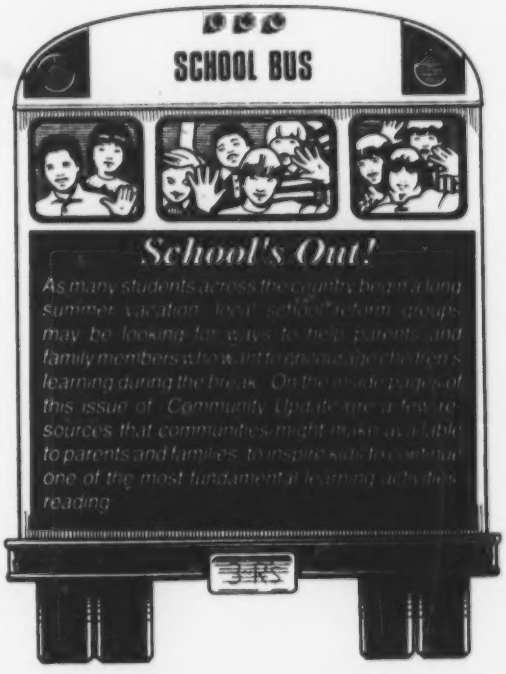
Finding more and better ways to use time for learning must be at the heart of education reform efforts, agreed a panel of national and community leaders during the May GOALS 2000 Satellite Town Meeting. Responding to the recently released report, *Prisoners of Time*, from the National Education Commission on Time and Learning, panelists noted that schools and communities need to rethink how time is used during the academic day and how schools might institute extended day and extended year programs.

Joining Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin at the last month's Town Meeting were: Donna Hardy, principal, The New Stanley School in Kansas City, Kan.; Becci Bookner, director of the Extended School Program in Murfreesboro, Tenn.; Robert Wehling, vice president for public affairs for Procter and Gamble; and Carol Polkinghorn, a teacher from Greensburg-Salem, Penn. Live, by satellite, Riley and Kunin also talked with students, teachers, and business partners at the Accelerated Learning Laboratory in Worcester, Mass.

Secretary Richard Riley opened the discussion by quoting from *Prisoners of Time*: "Both learners and teachers need more time — not to do more of the same, but to use time in new, different and better ways. The key to liberating learning lies in unlocking time."

Principal Donna Hardy explained how at the New Stanley School, students attend classes 205 days a year rather than the traditional 180 days, while teachers

See ***Different Ways,*** *page 4*


SCHOOL BUS
School's Out!
As many students across the country begin a long summer vacation, local school reform groups may be looking for ways to help parents and family members who want to encourage their children's learning during the break. On the inside pages of this issue of Community Update are a few resources that communities might make available to parents and families to inspire ways to celebrate one of the most fundamental learning activities — reading.

Parental Involvement In Education is the June Satellite Town Meeting Topic

How parents and families can get more involved in education will be the topic of the next GOALS 2000 Satellite Town Meeting on Tuesday, June 21st at 8:30 p.m. Eastern Time. The recently signed Goals 2000: Educate America Act establishes a new National Education Goal that reads, in part, "By the year 2000, every school will promote partnerships that will increase parental involvement..."

At June's town meeting, U.S. Education Secretary Richard Riley and Deputy Secretary Madeleine Kunin will welcome a panel of parents, educators, and community leaders from the New York area to discuss such topics as: parents as their children's first teachers; strategies for parents to encourage more learning in the home; new roles for parents in school governance; how parents (and grandparents and other family members) can get involved in serious, substantive ways with their local schools; and, improving communications between school and home.

To be broadcast live from the studios of Thirteen-WNET in New York City, the June town meeting will be produced in partnership with that Public Broadcasting System station's Education Resources Center. It will be sponsored by Miles, Inc., and Citicorp.

Coordinates for June's Satellite Town Meeting are as follows (note the channel change on the C-Band):

C-Band: Galaxy 7, Transponder/Channel 18; Vertically polarized; Downlink frequency 4060; Audio subcarriers 6.2 & 6.8; Orbital location: 91° West.

Ku-Band: SBS-6, Transponder/Channel 5; Horizontal polarization; Downlink frequency 11823; Audio subcarriers 6.2 & 6.8; Orbital Location: 95° West.

To find out how your community can join in the Satellite Town Meeting, or to let us know that your community will be participating, call 1-800-USA-LEARN.

Summertime Reading

Selected Contemporary Children's Books from the Library of Congress

Each year, the Children's Literature Center at the Library of Congress publishes a list of the best of this country's current children's literature. Most of the books in the following edited list should be available in most public libraries.

Up to 5

The Big Alfie Out Of Doors Storybook
By Shirley Hughes. New York: Lothrop, Lee & Shepard Books, 1992 unp. $17.00

Clap Your Hands
By Lorinda Bryan Cauley. New York: G.P. Putnam's Sons, 1992 unp. $14.95

Daddies
By Adele Aron Greenspun. New York: Philomel Books, 1992 unp. $15.95

Farmer Duck
By Martin Waddell. Illustrated by Helen Oxenbury. Cambridge, Mass.: Candlewick Press, 1992 unp. $15.95

Fiddle-I-Fee: A Farmyard Song For The Very Young
Adapted and illustrated by Melissa Sweet. Boston: Little, Brown, 1992 unp. (Joy Street books) $14.95

Hunky Dory Ate It
By Katie Evans. Pictures by Janet Morgan Stoeke. New York: Dutton Children's Books, 1992 unp. $13.50

A Mother For Choco
By Keiko Kasza. New York: G.P. Putnam's Sons, 1992 unp. $14.95

Owl Babies
Written by Martin Waddell. Illustrated by Patrick Benson. Cambridge, Mass.: Candlewick Press, 1992 unp. $14.95

Ring-A-Ring O' Roses & A Ding, Dong, Bell: A Book Of Nursery Rhymes
Selected and illustrated by Alan Marks. Saxonville, Mass.: Picture Book Studio, 1991. 96 p. $19.95

5 to 7

Aunt Eater's Mystery Vacation
By Doug Cushman. New York: Harper Collins, 1992 64 p. (An I-can-read book) $13.00

Aunt Harriet's Underground Railroad In The Sky
By Faith Ringgold. New York: Crown Publishers, 1992 unp. $15.00

Chicken Sunday
By Patricia Polacco. New York: Philomel Books, 1992 unp. $14.95

The Cowboy And The Black-Eyed Pea
By Tony Johnston. Illustrated by Warren Ludwig. New York: G.P. Putnam's Sons, 1992 unp. $14.95

The Dragon Of An Ordinary Family
By Margaret Mahy. Pictures by Helen Oxenbury. New York: Dial Books for Young Readers, 1992 unp. $14.00

First Tomatoes
Moss Pillows
The Island Light
By Rosemary Wells. New York: Dial Books for Young Readers, 1992 unp. (A Voyage to the Bunny Planet) Each book, $12.89

The Fortune-Tellers
By Lloyd Alexander. Illustrated by Trina Schart Hyman. New York: Dutton Children's Books, 1992 unp. $15.00

Fox Outfoxed
By James Marshall. New York: Dial Books for Young Readers, 1992. 48 p. $11.00

In The Month Of Kislev: A Story For Hanukkah
By Nina Jaffe. Illustrated by Louise August. New York: Viking, 1992. 30 p. $15.00

Leap Frog Friday
By Ellen Leroe. Illustrated by Dee deRosa. New York: Lodestar Books/Dutton, 1992. 54 p. $12.00

Loop The Loop
By Barbara Dugan. Pictures by James Stevenson. New York: Greenwillow Books, 1992 unp. $14.00

Martha Speaks
By Susan Meddaugh. Boston: Houghton Mifflin, 1992. unp. $13,95

Masai And I
By Virginia Kroll. Illustrations by Nancy Carpenter. New York: Four Winds Press, 1992 unp. $13.95

Summer Reading Program Offers Prizes

Read America, Inc., a not-for-profit organization that promotes family reading, has announced "READ, America! Summer," a campaign that asks adults to read to a child for at least 15 minutes each day during the summer months.

Several organizations, including the U.S. Department of Education and the American Association of Retired Persons, are distributing "promise cards." Completed cards mailed to Read America allow the sender to become eligible for prizes such as books, magazine subscriptions, video and audio tapes, T-shirts and toys. Prize winners will be selected at random from all promise cards submitted at a drawing this September.

"We have begun to build a strong family reading coalition," says Mary Ann Zimmerman, Read America's director of programs. "Schools and PTAs are providing the program for students to take home. Libraries are incorporating it with their planned summer programs. Some organizations are individualizing the program by offering local prizes, then sending the forms on to us for the national drawing, and much more."

To obtain a promise card or more information on "READ, America! Summer," call 1-800-USA-LEARN.

Home Learning Recipes

The following is adapted from a series of brochures from the Home and School Institute & the National Education Association. Complete brochures can be obtained by calling 1-800-USA-LEARN.

These "recipes" are designed to help nurture the academic and social development of children by helping families to use available resources in their home and community. Parents will find them to be easy and enjoyable ways to work with the school — using materials they have at home to build on their children's skills."

Grades K-3:

Hidden Letters - Build reading skills with this activity. Ask your child to look for letters of the alphabet on boxes and cans of food and household supplies. For example, find five A's or three C's, or any number of letters or combinations on cereal boxes, soup cans, bars of soap. Start with easy-to-find letters and build up to harder ones. Then have children write the letters on paper or point out the letters on the objects where they were "hidden."

Telephonitis - Give your child practice in reading numbers left to right by dialing a telephone. Make a list of telephone numbers your child can read - for relatives, friends, the weather bureau - and have your child make a call or two.

Sorting and Stacking - Teach classification skills with dinnerware. Ask your child to match and stack dishes of similar sizes and shapes. Also have your child sort flatware - forks with forks, spoons with spoons.

Dress Me - Increase your child's vocabulary. Teach the name of each item of clothing your child wears - shirt, blouse, sweater, sock, shoe - when your child is dressing or undressing. Also teach the body parts - head, arm, knee, foot. Then print the words on paper and ask the child to attach these papers to the clothes on the closet or in the drawers. Make a silhouette of the child from a large sheet of paper, tack it to a bedroom wall, and ask your child to attach the words for the body parts to the right location.

Grades 4-5:

Street Smarts - Put reading skills to practical use. Gather bus and subway route maps and schedules to a special place in your area - the zoo, a museum, a football stadium. Let your child plan a trip for friends or family. Figure out the transportation available, the travel time required, the cost, and the best time to make the trip.

TV and the World - Connect current events to TV viewing. Post a world map next to the TV set. Watch the TV new with your children and have them locate world news spots. Keep reference books such as dictionaries and the world almanac close by. In this way, children can find answers to questions they might have about words or foreign countries.

Grades 6-8:

Follow the News - Keep well informed. As a family, choose an important news event to follow for a day or two. Ask each person to find as much information on the topic as possible — read newspapers, listen to the radio, watch TV news. Then talk about what everyone learned in a special family get-together.

Finding Needed Information - Introduce your child to the many kinds of information in the daily newspaper. Ask your child to find the pages containing news about government leaders, editor's opinions, weather reports of European cities, car sales, house and apartment rentals, and want ads. Discuss how this information is used.

8 to 12

Alpha Beta Chowder
By Jeanne Steig. Pictures by William Steig. New York: HarperCollins/ Michael di Capua Books, 1992 unp. $15.00

The Amazing Potato: A Story In Which The Incas, Conquistadors, Marie Antoinette, Thomas Jefferson, Wars, Famines, Immigrants, And French Fries All Play A Part
By Milton Meltzer. New York: HarperCollins, 1992 116 p. ill. $15.00

And The Green Grass Grew All Around: Folk Poetry From Everyone
By Alvin Schwartz. Illustrations by Sue Truesdell. New York: HarperCollins, 1992 195 p. $15.00

Attaboy, Sam!
By Lois Lowry. Illustrated by Diane De Groat. Boston: Houghton Mifflin, 1992. $13.95

Bard Of Avon: The Story Of William Shakespeare
By Diane Stanley and Peter Vennema. Illustrated by Diane Stanley. New York: Morrow Junior Books, 1992 unp. $15.00

The Beasts Of Bethlehem
Verse by X.J. Kennedy. Drawings by Michael McCurdy. New York: Margaret K. McEldederry Books, 1992. 39 p. $13.95

Bubble Trouble & Other Poems And Stories
Written and illustrated by Margaret Mahy. New York: Crown Publishers, 1992, c. 1991. 66 p. $13.95

Children Of The Dust Bowl: The True Story Of The Children At Weedpatch Camp
By Jerry Stanley. Illustrated with photographs. New York: Crown Publishers, 1992. 85 p. $15.00

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

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serve 226 days rather than standard 187. With an initial grant from the RJR Nabisco Next Century Schools program, the New Stanley School instituted four sessions of 10 weeks each. Between each 10-week session is a week devoted to professional development for teachers. Hardy ascribed their success to the willingness to take the risk and knowing that "children learn at different rates and with different styles."

In Murfreesboro, Tenn., the academic day remains intact, but the schools are open from 6:00 a.m. until 6:00 p.m. all year round. Becci Bookner explained that parents pay a small tuition fee for the extended class time, and children receive special tutoring, enrichment activities, opportunities to participate in clubs, and more. For parents who can't pay the fees, sponsors are found.

Participants joined the town meeting from communities across the country via local meetings and cable access television stations. One caller asked about the need to make time more "meaningful and exciting" for kids. Teacher Carol Polkinghorn responded that change in the uses of time "needs to be a collaborative effort and all parts of the community need to be involved." Procter and Gamble Vice President Bob Wehling suggested that communities seeking to change time should look to businesses for help, "My experience is that business will almost always step in and help when they're asked."

Live via satellite from Worcester, Mass., teachers and students described the innovative technologies and curriculum that creatively shape the use of time at the Accelerated Learning Laboratory. Paul Reville, chair of the Worcester Alliance for Education, said "I am impressed most by the emphasis on achieving high standards and the impossibility of achieving those standards without additional academic time."

Produced by the U.S. Department of Education and the U.S. Chamber of Commerce, the town meeting was sponsored by Miles, Inc., the Procter and Gamble Fund and Ashland Oil, Inc.

*To order **"Prisoners of Time,"** call or write the U.S. Government Printing Office: Superintendent of Documents, Mail Stop: SSOP, Washington, D.C. 20402-9328; 202-783-3238. Single copies are $5.50 and should be referenced by stock #065-00000640-5.*

The National Education Goals

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- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
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GOALS 2000

COMMUNITY UPDATE

NO. 15, JULY/AUGUST 1994 U.S. DEPARTMENT OF EDUCATION

Mobilizing to Achieve the Goals: Special September Town Meeting

To kick off the 1994-95 school year, the GOALS 2000 Satellite Town Meeting in September will focus on how communities can organize to reform their schools and reach the National Education Goals. The meeting will be "special" in a number of ways. We have reached the halfway point to the year 2000, and this meeting will be part of a larger report to the nation on U.S. progress toward the Goals. In addition, the Education Department will produce the program in partnership with the National Education Goals Panel, the U.S. Chamber of Commerce, the Corporation for Public Broadcasting, and the Coalition for Goals 2000.

The broadcast will air on Wednesday, September 28 at 8:30 p.m. Eastern. *(Following this special program, the Satellite Town Meeting will return to its regular night, the third Tuesday of the month.)*

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will lead a discussion stressing the importance of involving the entire community in your school reform effort and highlighting tools and examples of how communities can create long-term plans for change.

Satellite coordinates:

C-Band: Galaxy 7, Transponder/Channel 16; Vertical Polarization; Downlink Frequency 4020; Audio Subcarriers 6.2 and 6.8; Orbital Location: 91 degrees West.

Ku-Band: SBS-6, Transponder 7H; Horizontal Polarization; Downlink Frequency 11872; Audio Subcarriers 6.2 and 6.8; Orbital Location: 95 degrees West.

To find out how your community can participate in the Satellite Town Meeting, call 1-800-USA-LEARN.

"How Good is Good Enough?"

Governor Romer Shares Thoughts on Standards

Editor's note: Colorado Governor Roy Romer spoke recently at the GOALS 2000 Orientation Conference in Washington, D.C. Below are excerpts:

How do you communicate about standards to the citizens of your state, and how do you mobilize political support? I try to use language and examples that people can relate to in their everyday lives.

I'm a pilot. Everyone knows that to become a pilot, you have to know and be able to do certain things. Some people can get a private license in 36 hours, and some can get it in 40 hours. The point being, what it is you need to know and be able to do doesn't vary. How long it takes you to learn is what varies.

Quite often in public education we reverse things. What is fixed is how long you sit in the seat, and what's flexible is what you know when you get out. In this country, we also tend to think about averages—how our child is doing compared to others.

How many of you want to ride with an above-average pilot? I don't. A pilot may be above average, but at the same time, he may not know how to fly the plane. Instead of comparing students to each other, we need to think in terms of standards: what is the content that a youngster should know and be able to do, and secondly, how good is good enough?

How did we begin the process of developing standards in Colorado? We looked at what the National Council of Teachers of Math did as a starting point. Then we prepared our own draft of state standards, and in the next few months, we will be holding hearings to get people's reactions. Eventually we'll arrive at a set of standards which we'll call a model—but not something that's prescribed by the state.

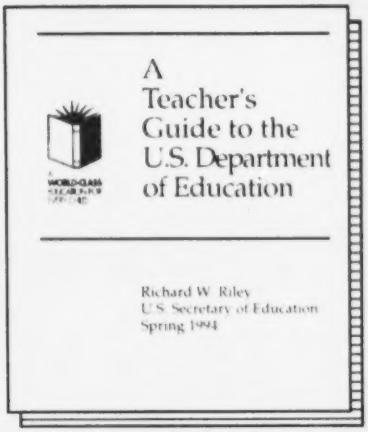
The various districts will prepare their own sets of standards, but whatever they do has to equal or exceed the state model. What we have committed people to is a process in their own districts which enables them to arrive at what children should know and be able to do at various stages of their educational development.

We ought to look at the national Goals 2000 Program as something to assist us. It's the federal government saying, "Education policy is a local matter. We're enabling you all throughout America, community by community, to take your vision of what education ought to be and put it into practice."

I believe education is not just a key to a good job—it's the key to a good life. It's the way in which we not only develop skills but develop who we are, come to know the world we live in and its history, and realize the exciting opportunities for exploring and applying our talents. Education is the key to the kind of community we want to live in and want our children to live in.

To the parents of America, we say, we want your child to have the opportunity to accomplish all that will lead to a good life. We're going to find a way to create the necessary conditions of learning by clearly defining content and methods of assessment. But it won't happen unless everyone takes a role.

Teacher's Guide to U.S. Dept. of Education



Educators can learn about the U.S. Department of Education's initiatives, publications, grants, and clearinghouses from a new book: "A Teacher's Guide to the U.S. Department of Education." The 125-page book, published by the Office of the Secretary, lists the Department's offices (with phone numbers) and explains their missions and available grant programs. The directory also includes the names and addresses of regional offices, research centers, technical assistance centers, state coordinators for various federal programs, and education clearinghouses for information on materials, programs, research, and other resources.

Single copies are available from: The Information Resource Center, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 3042, Washington, D.C., 20202. ***Please provide a mailing label with a return address to expedite your order.***

The Guide is also available from the Department of Education's on-line library. To find out how to access the library, call 1-800-USA-LEARN.

Institute Helps Parents Support Student Achievement

Community groups looking for ways to strengthen the relationship between home and school might want to contact the Home and School Institute (HSI), which trains parents to support classroom learning. Parents are offered guidance in reinforcing "MegaSkills"—the qualities, skills, and attitudes needed for success in school and beyond. HSI recommends specific educational activities to build MegaSkills, which include confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving.

Founded by Dr. Dorothy Rich in 1964, the nonprofit HSI currently conducts parent workshops in 45 states and reaches more than 65,000 families. The MegaSkills curriculum comprises 10 workshops along with reproducible home activities. A sampler of these activities is featured in the four age-specific *Summer Home Learning Recipes,* which are available free of charge as part of the Education Department's National Family Involvement Initiative. You can obtain your copy from your local Wal-Mart store, or by calling 1-800-USA-LEARN.

For further information about HSI training programs, contact the Home and School Institute, MegaSkills Education Center, 1500 Massachusetts Avenue, N.W., Washington, D.C., 20005.

Town Meeting Envisi Educators as Partner

Parents and teachers need to redefine the parental role in a child's education, concluded participants in the June GOALS 2000 Satellite Town Meeting, broadcast live from New York City. "We're talking about changing the role for parents from simply sending a child to school well-dressed and clean, and changing the role for teachers from simply expecting that parents will organize bake sales to raise money," said Michael Webb, a panelist and Director of Education at the National Urban League in New York City.

A distinguished panel of guests and a studio audience explored what new roles might look like for parents and schools. U.S. Education Secretary Dick Riley and Deputy Secretary Madeleine Kunin hosted the discussion, which extended to hundreds of communities participating live via satellite. A special uplink from St. Louis, Mo., sponsored by McDonnell Douglas, illustrated how cities across the nation face similar issues.

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Secretary Riley began the discussion by noting the recent enactment by Congress of a new National Education Goal: "By the year 2000, all schools will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." The federal priority on parental involvement was welcomed by panelist Hal Meyer, a parent and school board member, who said, "Parents are a child's best advocates."

Parents are also a child's first teachers, noted one audience member. Ideally, parents and professional educators should work together, but some audience members described tension. "Even after a parent has learned the jargon and speaks with teachers or administrators one-on-one, the parent is shunned," said one woman.

Rosalee Johnson, Director of the Parent Involvement Program in the Normandy School District of St. Louis, explained how many school systems are addressing school-parent relations. "It's absolutely true that educators have to bear some of the blame for the conditions that exist between parents and schools today, but I think we've made a concerted effort to turn things around. We've really tried for the last 10 years to reach out to parents and to convey that we do want them in our schools."

Strategies for increasing parental involvement include training for parents and school personnel along with outreach programs, the panel agreed. Panelist Edna Suarez-Columba, the Director of Parent Involvement in

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the New York City Public Schools, explained, "We have a program that offers training to the superintendents and district personnel on how they can interact with parents. Often the first time a parent receives a call or a note from school, it's a negative message. What we've been working on is how to approach the parents positively."

Another key to improving education for all children is involving parents who might have never visited their child's school, stressed the panel. Panelist Shawn Dove at P.S. 194 in New York codirects the Beacon program, an innovative approach to parent involvement that sets up a community center in the school that actively reaches out to parents. "In Beacon programs, where community-based organizations are able to develop partnerships with schools, we're open seven days a week — until 11 p.m. — and we're able to do outreach and knock on doors. That's how parents are brought into the schools," said Dove.

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The student role in closing the gap between parents and teachers cannot be underestimated, according to Jacqui Miranda, a parent and chair of the New York City Schools Chancellor's Advisory Committee. Andrea Schlesinger, a student and elected member of the New York City School Board, agreed, "Students have to be given information as well. In many cases regarding what's going on in the classroom, students are the experts."

Improving communication between parents and educators is essential to reform, but actions must be taken locally. "Every community is going to be different, so Washington isn't going to send down a mandate," explained Deputy Secretary Kunin. "We can help share ideas on how it is that a particular community is dealing with parent involvement and family involvement, but not say exactly how everyone should do it. You should do it your way."

Moderated by John Merrow, host of the PBS "Merrow Report," the GOALS 2000 Satellite Town Meeting was produced by the U.S. Department of Education, in partnership with the U.S. Chamber of Commerce and New York's Thirteen/WNET, as a service to communities trying to reform their schools and meet the National Education Goals. The June meeting was sponsored locally by Citibank, Inc., and the series is supported in part by Miles, Inc. For more information on the panelists or how to get involved in the next town meeting, call 1-800-USA-LEARN.

Federal Programs Emphasize Family Involvement

Family involvement is an integral part of the U.S. Department of Education's programs, research agenda, and legislative activities. For example:

- ***The New GOALS 2000 Law.*** One of the two new National Education Goals is devoted to increasing parent involvement in the academic, social, and emotional growth of children. Goals 2000 authorizes that by 1998, there will be at least one family resource center in every state. Training, information, and support about how to help children of all ages achieve high standards will be available to parents and personnel from schools and social agencies.
- ***Current Federal Funding.*** In 1994, the Department of Education spent almost $800 million on the family involvement components of federal programs including Chapter 1, Even Start, Bilingual Education, and Special Education.
- ***Proposed Legislation.*** The proposed reauthorization of the Elementary and Secondary Education Act strengthens partnerships between families and schools through "family-school compacts," voluntary agreements to take mutual responsibility for children's learning.

A public awareness campaign is being launched at the national, state, and local levels to reinforce the message that every family is essential to its child's learning. In cooperation with the U.S. Department of Education, the National Coalition for Parent Involvement in Education is spreading the message through more than 40 major education and advocacy organizations, including the National Education Association, the American Association of School Administrators, and the national PTA, La Raza, and Urban League.

Publishing Group Assists Parents

Parents are in a bind: they want their children to have the best education available and understand the value of their own participation in the process. At the same time, economic pressures necessitate two-income households where both parents face time constraints, making it difficult to play an active role in their children's learning. An innovative company, Educational Publishing Group (EPG), responds to parents' dilemma.

EPG keeps parents informed about issues and trends in education, and also suggests books, materials, and educational activities for the home. The company's philosophy is that education reform must be generated from the demand side of the equation—parents—as well as from the supply side—schools. Among its vehicles to inform parents, EPG produces a newsletter in both English and Spanish versions entitled "Education Today." With a nationwide circulation of 70,000, the newsletter is distributed by more than 54 major corporations as a service to their employees.

EPG also produces a nationally syndicated radio show entitled "In the Learning Center with Dr. Lonnie Carton" and a supermarket magazine, *Educating Kids*. A "Family Resource Desk" provides toll-free communications for individuals who need subject-specific parenting and education materials.

For more information, contact EPG at 1-800-248-EDUC.

receive your monthly copy, call 1-800-USA-LEARN.

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THE GOALS 2000 COMMUNITY EXCHANGE

In this monthly feature, we invite you to write us if your community has a specific problem or question that another community might have already solved.

Last month's question: *"What types of successful school-to-work programs are schools and communities using?" (Asked by Dale Parnell from Corvallis, OR.)*

Lynn Peters of Appleton, Wisc. writes about efforts to help students make the transition from school to work in Wisconsin's Fox Valley. Students are eligible to apply for youth apprenticeships in four industries. The students spend two days a week in the classroom and 3 days a week developing state-approved industry competencies in the workplace. A recent state grant will fund a career center, linked by computer modem and fax to schools, helping students define career goals.

Anne Lunceford Kulinsky of Spokane, WA informs us of a series entitled "Workplace Basics: Learning a Living." Produced by the Pacific Star School Partnerships and the Telecommunications Division of Educational Service District 101 in Spokane, "Workplace Basics" is delivered via satellite to young adults and workers desiring to upgrade their skills.

This month's questions: *"How are museums helping schools achieve higher standards?" (Tiffany Sallee of Indianapolis, IN.)*

Patricia Burt Brown of Huntsville, AL is looking for successful projects and activities to assist with curriculum and professional development in technical colleges.

If you have a successful program that addresses either of these issues, write us and we'll try to include your answer next month. Send your answer or questions for future editions to GOALS 2000 COMMUNITY EXCHANGE, U.S. Department of Education, Room 4141, 400 Maryland Avenue S.W., Washington, D.C. 20202. Or fax to: 202/205-0676.

The National Education Goals in Brief

By the year 2000:

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- **Safe, Disciplined, Drug-free Schools**
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

GOALS 2000 State Planning Process Update

To this date, the Department has received applications for first year funding from the following states: Hawaii, Minnesota, Oklahoma, Pennsylvania, the Virgin Islands, Maine, New York, Michigan, Kansas, Washington, Louisiana, Missouri, Delaware, and the Alaskan Federation of Natives. Hawaii is the first state to receive funding under the GOALS 2000: Educate America Act. For more information on your state's planning process or to find out how you can get involved, contact your chief state school officer.

GOALS 2000

COMMUNITY UPDATE

New Tools You Can Use (See insert)

NO. 16, SEPTEMBER 1994 U.S. DEPARTMENT OF EDUCATION

Mobilizing to Achieve the Goals: Special September Town Meeting

Building on the momentum of successful reform efforts around the nation, the Goals 2000 Satellite Town Meeting will kick off its 1994-95 season with a special discussion of how communities can organize to improve their schools and reach the National Education Goals. The Education Department will produce the program in partnership with the National Education Goals Panel, the U.S. Chamber of Commerce, the Corporation for Public Broadcasting, and the Coalition for Goals 2000.

The broadcast will air on Wednesday, September 28 at 8:30 p.m. Eastern, the day of the release of the National Education Goals Report for 1994. *(Following this special program, the Satellite Town Meeting will return to its regular night, the third Tuesday of the month, for the remainder of the 1994-95 season.)*

U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin will welcome a panel of guests drawn from successful community-based school reform coalitions, as well as national, state, and local leaders. The discussion will stress the importance of involving the entire community in your comprehensive long-term plans for improving education, and, as an example, will focus on how partnerships help communities reach "ready-to-learn" goals. Also featured will be two new resources full of ideas and strategies to create and/or expand community-wide reform efforts: "Goals 2000: An Invitation to Your Community," and the "Community Action Toolkit."

Coordinates for the September Town Meeting are as follows ....

C-Band: Galaxy 7, Transponder/

*See **Mobilization**, page 2*

Better Match Needed Between Language of Reform and Public's Concerns

School reformers and the general public don't always speak the same language, according to recent research by the Public Agenda Foundation. The result is that the public often sees its concerns overlooked, says "Effective Public Engagement," a report which not only summarizes research results but also makes recommendations to education leaders as to how they might reshape their message.

According to the foundation's findings, while reformers stress the need for high student achievement standards and challenging curricula, the general public's main concerns are "discipline, order, and the basics." Most parents, teachers, and other citizens accept the notion that if you expect more of people, you will get more; however, these same people believe that higher standards will take place only if schools are safe and classrooms are orderly and purposeful.

The general public approaches current school reform with skepticism because so many past efforts have not had lasting effects, the report says. Concerns also arise over what kind of help will be available for students who fall short of standards.

Some of the recommendations of "Effective Public Engagement" include the following tips to reformers:

- ▲ Make your case by utilizing examples in the schools and firsthand accounts whenever possible. Referring to research is not an effective persuasive strategy.
- ▲ Tap into people's intuition and experience of how the world works. It is much easier for people to support reform efforts that reflect their experience of the world.
- ▲ Rely on direct and simple language, avoiding jargon.
- ▲ Make listening to the public's concerns a priority. Giving people the opportunity to voice fears and letting them know concerns are being heard is sometimes all that is needed to turn potential opposition into support.

In October, the Public Agenda Foundation will release new findings from a national poll on general attitudes about education, and opinions about standards, outcomes, curriculum, textbooks, and the teaching of values in the schools. A special analysis will be conducted of parents with children currently in public schools. *Community Update* will report on this important research when it becomes available.

GOALS 2000 STATE PLANNING PROCESS UPDATE

The list of states that have received funding under the Goals 2000 Act now totals twelve: Arkansas, Colorado, Delaware, Hawaii, Kansas, Maine, Michigan, Minnesota, New Mexico, New York, Pennsylvania, and Washington.

To this date, the Department of Education has received 23 additional applications for first year funding. The states that have applied, along with the Alaska Federation, Guam, Puerto Rico, and the Virgin Islands, include: Alaska, Arizona, California, Connecticut, Florida, Illinois, Kentucky, Louisiana, Massachusetts, Missouri, Montana, Nevada, North Dakota, Oklahoma, Oregon, Rhode Island, Tennessee, Vermont, West Virginia, and Wisconsin.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer.

Schedule Set for Town Meetings

Here's the schedule of topics for the GOALS 2000 Satellite Town Meetings for the 1994-95 school year.

September 28
"Mobilizing Your Community to Achieve the National Education Goals"

October 18
"Learning On-line: Using Technology to Connect Children, Parents, and Schools"

November 15
"Connecting Families and School: Building Partnerships That Work"

January 17
"School-to-Work: Preparing Students and Adults for Challenging Jobs"

February 21
"Safe Schools: Providing Our Children with a Disciplined and Drug-Free Learning Environment"

March 21
"Math and Science: Education for the 21st Century"

April 18
"Ready To Learn: How Families and Communities Can Prepare Children for Success in School"

May 16
"Teaching and Learning in a Diverse Classroom: High Expectations and Accountability"

June 20
"Learning to Read: Community Strategies for Creating More Literate Students and Adults"

Just a reminder: With the exception of the September 28 meeting, which falls on a Wednesday, the Satellite Town Meeting is always on the third Tuesday of a month. Each meeting begins at 8:30 p.m. Eastern Time.

***Mobilization**, continued*

Channel 16; Vertical Polarization; Downlink Frequency 4020; Audio Subcarriers 6.2 and 6.8; Orbital Location: 91 degrees West.

Ku-Band: SBS-6, Transponder 7H; Horizontal Polarization; Downlink Frequency 11872; Audio Subcarriers 6.2 and 6.8; Orbital Location: 95 degrees West.

To find out how your community can participate in the Satellite Town Meeting, call 1-800-USA-LEARN.

Following the hour-long town meeting, we will broadcast a brief, taped Back-to-School Message from Secretary Riley for teachers, school leaders, and parents. In the message, Secretary Riley converses with the 1994 national winners for Teacher of the Year and Superintendent of the Year, the 1994 Elementary School Principal of the Year from Missouri, and a parent leader from Fairfax County, Virginia. Topics include how schools can be more accessible to parents, how to ensure safe school environments, and how the federal government can facilitate community reform efforts. **(See article on page 5.)**

Never, Nev

First Lady Hillary Rodham Cl

Editor's note: First Lady Hillary Rodham Clinton spoke rec ton, D.C. Below are excerpts:

This conference, as those of you who are participants know, is about possibility and also about success. And it is about never, never giving up. I often give commencement speeches, and I've heard many of them, as I'm sure all of you in this room have. But the favorite I've ever heard about was the one Winston Churchill gave at his prep school when he strode to the podium, and with very few introductory words, said, "Never, never, never give up."

It is incumbent upon us, as representatives of the adult community of this society, to recommit ourselves to youth. The young people who are here are pledging to you, "If you don't give up on yourself, we will not give up on you."

> *"If you don't give up on yourself, we will not give up on you."*

Think of what it is like today where the young people in this room and the millions others like them are immersed in a culture of violence. A culture that in so many ways glorifies violence. We see it every day on television, we see it in our movies, but worst of all, we see it every day on the streets and neighborhoods where children are trying to grow up. Where many—too many—in effect are raising themselves. In too many neighborhoods, gunfire is a daily ritual of life, and an Uzi is a badge of honor, instead of a mark of cowardice, which it truly is. A bullet wound is an emblem of adulthood.

You go to any emergency room in a medium-size city, let alone a large city in our country, and you talk to the doctors and the nurses there as I have. If you do not believe violence is an epidemic, you will become quickly convinced as they tell you the stories of struggling to save thirteen- and fourteen-year-old lives. Sometimes saving those lives only to send those young men out on the street, knowing they are likely to be back in that emergency room in a relatively short period of time.

Over and over again, we see that children are not only the victims of violence but all too frequently the perpetrators. In the 1980's, more than 11,000 people died as a result of homicide committed by high school age young people. Gunfire and drive-by shootings and violence have become so commonplace that many people don't even notice it or talk about it anymore. In matter-of-fact ways, children tell you they're not sure they will live to finish high school. It is not only the academic challenges they

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...er Give Up

...nton Addresses Youth Violence

...ently at the National Conference on Youth Violence in Washing-

confront, it's the challenges to their physical safety.

There is, as you know, no simple answer to this epidemic of youth violence. That's why we brought federal agencies together to try to fulfill the President's pledge to begin at least to address this problem. That's why we need a comprehensive strategy that emphasizes responsibility and opportunity and community.

The whole issue of youth violence is an indication of literally millions of Americans walking away from their responsibilities. And that is what we're ultimately trying to reverse. We are trying again, against tremendous odds, to say the individual is responsible for his or her actions.

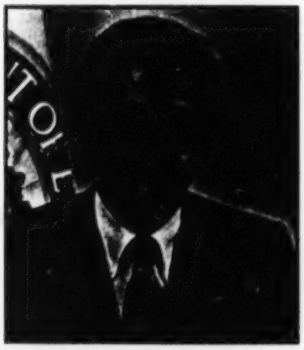
But society is also responsible for individuals. It is not an either or, it's not a liberal or conservative — that old stuff is so out-of-date. Some people think they can answer every problem by saying, "Oh, that's liberal. Oh, that's conservative." Or maybe they step further on down the road of meaningless analysis and say, "Oh, that's Republican. Oh, that's Democratic." An assault weapon doesn't care what political party you are. An assault weapon in a drive-by shooting

> ***We're going to begin to save a generation of young people from this epidemic of violence.***

doesn't even care if you're a member of the National Rifle Association.

Let's just stop for a minute and ask ourselves, "Haven't we wasted enough lives, haven't we lost enough young men and women to prison instead of college? Haven't we turned our back too many times on the God-given potential of every one of our young people?"

I don't care what race they are, I don't care where they live: every single young person in this country has a spark about them that we have for too long allowed to be extinguished by a level of violence, hatred, and divisiveness that still stalks this county. We can do much better than that — all you have to do is look at the faces of the young people around you today. We know we can do better. We're going to begin to save a generation of young people from this epidemic of violence.



Back-to-School Message Speaks to Public's Concerns:

Secretary Riley Discusses Parental Involvement, Safe Schools, High Standards

The Department of Education is distributing a taped Back-to-School Message from Secretary Richard W. Riley that highlights education issues at the top of the public agenda. In the message, Secretary Riley hosts a discussion with Sandy McBrayer, 1994 National Teacher of the Year; Kenneth Moffet, 1994 National Superintendent of the Year; Pat Henley, 1994 Elementary School Principal of the Year in Missouri; and Barbara Williams, a parent in Fairfax County, Virginia. The Back-to-School Message will be broadcast on Wednesday, September 28 at approximately 9:30 p.m. ET, immediately following the GOALS 2000 Satellite Town Meeting.

Below are some quotes from the discussion:

- ▲ "Adapting the school time schedule to fit the working parent is very important in today's world." (Kenneth Moffet)
- ▲ "I think there's a misperception that parents who are not visible are not interested and don't care about their child's performance." (Barbara Williams)
- ▲ "We've discovered that, without a lot of resources, we're able to do so many more things for our children if we can cooperate with other agencies." (Pat Henley)
- ▲ "Goals 2000 gave a validation to my students. We're saying that every child has the ability to learn, whether you're homeless, whether you're disadvantaged—no matter what type of classroom you're in, you have the ability." (Sandy McBrayer)
- ▲ "I remember right now, as if it were yesterday, my mother coming into my first grade classroom, and seeing her being interested in the teacher and what the teacher was saying — that makes such a difference to a child." (Secretary Riley)

The Back-to-School Message was distributed by several professional educational organizations. If you would like to order a tape of the Back-to-School Message, call 1-800-USA-LEARN.

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THE GOALS 2000 COMMUNITY EXCHANGE

In this monthly feature, we invite you to write us if your community has a specific problem or question that another community might have already solved.

Last month's question: *"How are museums helping schools achieve higher standards?" (Asked by Tiffany Salles of Indianapolis, Indiana)*

The Institute of Museum Services in Washington, D.C. recently recognized 15 museums nationwide for leadership in museum-school partnerships, awarding grants totaling over $10 million dollars. Grantees represent a wide range of museum types with projects that include expanding museum-school partnerships through interactive telecommunications, peer mentoring, and building parent networks. The following museums were among the award winners:

- ▲ Chicago Children's Museum — Focusing on the Robert Taylor Public Housing Community, the museum will build parent networks, breaking down barriers that inhibit low income families from gaining access to enriching educational opportunities.
- ▲ Gene Autry Museum, Los Angeles — The museum and its partner school will develop a unit emphasizing the multicultural dimension of western communities, encouraging students to collaborate with parents and community groups.
- ▲ New England Aquarium, Boston — AquaSMARTS is a comprehensive science curriculum for grades 2-5 that will use telecommunications technology to bring museum resources to a wider audience.
- ▲ Utah Museum of Natural History, Salt Lake City — "Youth Teaching Youth" is an innovative program in which middle school students will be trained to teach "hands-on" science to elementary students.

For more information, contact the Institute of Museum Services, Office of the Director, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Or call the IMS at 202-606-8536.

Norman Beatty of the Colonial Williamsburg Foundation in Williamsburg, Virginia writes of how this historic site reaches out to students, parents, and teachers. In the Local School Partnership Program, Williamsburg employees meet with teachers monthly to coordinate activities at the museum site and in the classroom. The museum has also linked with schools across the country through the Summer Institute in Early American History for Teachers, a week-long seminar with strategies for making history an active learning experience.

This month's question *(asked by Michael Wilson of Paterson, New Jersey): Are there districts that have successfully integrated standardized achievement test data and a variety of performance data into one assessment system, encompassing progress toward distuct standards, classroom/program evaluation, student progress reporting, and other purposes?*

If you have a program that addresses this issue, write us and we'll try to include your answer next month. Send your answer or questions for future editions to GOALS 2000 COMMUNITY EXCHANGE, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C., 20202-3521 or fax to: 202/205-0676.

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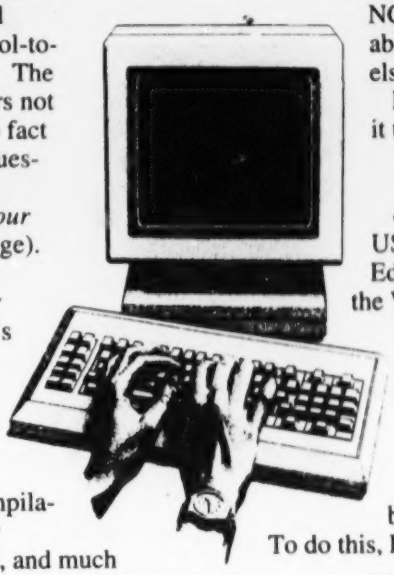
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

Check Out Our On-line Library

If you have an Internet account, consult our fast-growing On-line library, sometimes referred to as "INet". You will find information on GOALS 2000, school-to-work, technology, and other issues. The GOALS 2000 subject heading offers not only the GOALS 2000 Act but also fact sheets and overviews, *Guidance* (questions and answers), estimated state allocations, and *An Invitation to Your Community* (See flip side of this page).



Other documents in the On-line Library include: the "Helping Your Child" series for parents, a teacher's guide to the U.S. Department of Education, the National Education Commission on Time and Learning's *Prisoners of Time* report, the full text of research reports and education statistics compilations, as well as "pointers" to other education resources on the Internet, and much more.

To access the library, you must have certain software — either Gopher client software or World Wide Web client software (such as NCSA Mosaic or Lynx). Or you must be able to "telnet" to a public access client elsewhere.

If you are using a Gopher client, point it to:

gopher.ed.gov

or select "North America—> USA—>General —>U.S. Department of Education" from "All/Other Gophers in the World."

If you are using World Wide Web (WWW), point your WWW client to our uniform resource locator (URL):

http://www.ed.gov/

Another way to access the library is by using file transfer protocol (FTP). To do this, FTP to:

ftp.ed.gov (logon anonymous).

Education Reform: 50 Simple Things You Can Do

When parents, school personnel, and community members unite in the spirit of improving education, they may be held back by what appears to be the enormity of the task: Where do I begin? *Moving America to the Head of the Class: 50 Simple Things You Can Do* is a new booklet that defines possible first steps and actions to follow for parents, employers, teachers, principals, administrators, grandparents and concerned citizens.

Suggestions for parents include providing children with a consistent quiet area to do homework, keeping good books and magazines in the house, reading regularly to children, and making sure children see the adults of the household reading. Among the ideas for employers is facilitating parents' attendance at school conferences and other significant events. For teachers, principals, and administrators, the list of ideas includes working with others in the school and district on how to best use existing resources to help students meet high academic standards.

Moving America to the Head of the Class was published as part of the "Keep the Promise" campaign, supported by the U.S. Department of Education, the Business Roundtable, the National Governors' Association, the American Federation of Teachers, and the National Alliance of Business. "Keep the Promise" is a major voluntary public service advertising drive to generate awareness of the need for education reform and personal commitment to take action within the framework of the eight National Education Goals. The campaign targets households without school-age children as well as more involved families with children in schools.

The "Keep the Promise" message reminds all Americans of the promise/potential in every child and the nation's commitment to each one to provide a first-rate education. The message is delivered via national and local television, radio and print media who agree to donate time and space. The Advertising Council, a nonprofit organization, is overseeing the campaign.

To obtain a copy of *Moving America to the Head of the Class: 50 Simple Things You Can Do*, call 1-800-96-PROMISE.

New Tools You Can Use

GOALS 2000: An Invitation to Your Community

GOALS 2000

Helping schools and communities to accomplish the larger agenda of improving education by focusing on action areas, *Goals 2000: An Invitation to Your Community* is a useful new publication. The *Invitation* is designed to be a reference tool for parents, teachers, principals, superintendents, and community and business leaders as they seek to develop comprehensive plans in their schools and communities to move all children toward high standards.

A series of questions — intended to provoke thought and offer guidance — is provided for each of ten important elements in a comprehensive action plan:

- Teaching and learning, standards and assessment
- Opportunity to learn standards, program accountability
- Use of technology
- Governance, accountability, and management
- Parent and community involvement
- Making improvements system-wide
- Promoting grassroots efforts
- Dropout prevention strategies
- Coordination with school-to-work programs
- Bench marks and timelines

The thorough questions in each area can be used as handouts for task forces or committees, assisting reformers in identifying not only what needs improvement but also what is working well.

An Invitation to Your Community includes information about how Goals 2000 works and how the federal government is coordinating with states, communities, and schools to facilitate their reform efforts. Also discussed are strategies for building partnerships within the community to work on the common goal of school improvement.

To obtain your copy of *An Invitation to Your Community*, call 1-800-USA-LEARN.

The Community Action Toolkit

Created by the National Education Goals Panel, the Community Action Toolkit is a new resource filled with ideas and strategies to create and/or expand community-wide school reform efforts. The *Community Action Toolkit* contains:

- ▲ Step-by-step guidance to help inform, engage, and organize citizens
- ▲ Resource directories of organizations, leaders, and reading materials that can assist community campaigns
- ▲ Camera-ready fact sheets for easy duplication and distribution
- ▲ A computer disk version of all print materials for local adaptation
- ▲ An audio tape with public service announcements
- ▲ Cut-and-paste clip art to use in local publications
- ▲ Case studies from communities that have met with success in organizing to improve education

The Toolkit also provides an overview on the National Education Goals and the movement for standards-based reform. Included is a discussion of how the National Education Goals and voluntary academic standards can be used as a framework for renewing education and lifelong learning for all.

To purchase the entire *Community Action Toolkit*, contact the National Education Goals Panel at 202-632-0952. To receive, free of charge, three sections of the Toolkit — "The Guide to Goals and Standards," "The Community Organizing Guide," and "The Guide to Getting Your Message Out" — call 1-800-USA-LEARN.

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA-LEARN

GOALS 2000

COMMUNITY UPDATE

NO. 17, OCTOBER 1994 U.S. DEPARTMENT OF EDUCATION

October Satellite Town Meeting Features On-line Learning

Underscoring the need for schools to be positioned at the forefront of the technological revolution, the October Satellite Town Meeting will explore how the "Information Superhighway" is transforming the classroom experience for American students and teachers. The program is entitled "Learning On-line: Using Technology to Connect Children, Parents, and Schools." Discussion will focus on how on-line networks and other technology not only expand what is possible in a typical school day, but also strengthen the bonds between families and schools, between teachers and their colleagues, and between parents and children.

The broadcast will air on Tuesday, October 18 at 8:30 p.m. Eastern time. U.S. Education Secretary Richard W. Riley and Deputy Secretary Madeleine Kunin will welcome a panel of guests from schools and communities across the country who are leaders in developing on-line learning.

Topics of discussion will include defining the "Information Superhighway," explaining how on-line networks help students learn, using problem solving, real-world applications, and team approaches, and examining how teachers can make full use of the "Information Superhighway" as a resource for student learning and professional development. The role of libraries in making technology accessible will also be covered.

The Department of Education produces the Satellite Town

See On-line, page 4

Riley Urges Families to Get Involved in Children's Learning

Last month, U.S. Secretary of Education Richard W. Riley announced the formation of a nationwide partnership to support the goal of greater family involvement in children's learning. Speaking at the National Press Club, Riley said the U.S. Department of Education would join with the 45-member National Coalition for Parent Involvement in Education (NCPIE) and other organizations to promote the central role of the family in inspiring children to learn and achieve.

"The American family is the rock on which a solid education can and must be built," Riley said. "I have seen examples all over this nation where two-parent families, single parents, stepparents, grandparents, aunts, and uncles are providing strong family support for their children to learn."

Riley released a report documenting the crucial contribution families make to student learning. The report, "Strong Families, Strong Schools," points to 30 years of research showing that "greater family involvement in children's learning is a critical link to achieving a high-quality education and a safe, disciplined learning environment for every student."

"Three factors over which parents exercise authority — student absenteeism, variety of reading materials in the home, and excessive television watching — explain nearly 90 percent of the difference in performance between high- and low-achieving states."

Referring to findings that parental participation improves students' learning "whether the child is in preschool or the upper grades, whether the family is rich or poor, whether the parents finished high school," the report concludes that family involvement must be "a special focus of any school improvement effort." Riley noted that one of the eight National Education Goals, enacted earlier this year as part of the Goals 2000: Educate America Act, calls on schools to "promote partnerships that will increase parental involvement and participation."

A significant theme of "Strong Families, Strong Schools" is a review of existing public support for greater family involvement in learning:

- ▲ 40 percent of parents believe they are not devoting enough time to their children's education;
- ▲ teachers believe strengthening parents' roles in their children's learning must be the top issue in education policy;
- ▲ nearly three-quarters of students aged 10 to 13 would like to talk to their parents more about schoolwork;
- ▲ 89 percent of company executives find the lack of parental involvement to be the biggest obstacle to school reform.

In his remarks, Riley said he had found "a desire on the part of many groups across the political spectrum to coalesce around this vital issue that is so important to the well-

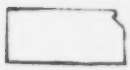
See Involved, page 4

Report From The States

Editor's note: As the school year is now in full swing, many states are stepping up their GOALS 2000 activities. Here's a sample:

ALASKA:
A GOALS 2000 Conference is scheduled for October 28-29 where educators from 54 school districts will be in attendance.

IDAHO:
The Statewide Testing Program will be enhanced and expanded during school year 1994-95.



KANSAS:
The State Department of Education is conducting a 30-day review of district proposals for assistance with school improvement plans, which were due September 19. Following the review, GOALS 2000 funds will be distributed.

NEBRASKA:
The Nebraska State Board of Education will review a plan to qualify for GOALS 2000 funding at its November 4 meeting.

NEW HAMPSHIRE:
On November 8, Election Day, more than 1,000 employees of public schools in Manchester will participate in a staff development day where the theme will be GOALS 2000.

NEW YORK:
Celebrating the arts, the "Day in the Park" event on October 13 (Bryant Park) will have GOALS 2000 as its theme, featuring performances by students and remarks by Bill Cosby, Tony Randall, Governor Cuomo, and Jane Alexander, Chair of the National Endowment of the Arts.

OREGON:
Representatives from all segments of education and the workforce will collaborate to design and implement content standards, instructional strategies, and assessment processes to support the learning of all students.

PENNSYLVANIA:
More than 1100 individuals, representing 60 percent of the school districts in the state, participated in an education summit convened by Governor Casey on September 8 to discuss how GOALS 2000 ties into state and local reform initiatives.

WASHINGTON:
A portion of GOALS 2000 funds will be used to support the state technology planning process and to produce a comprehensive report on the integration of existing and new education improvement initiatives.

WAL-MART Strengthens Its Commitment to Education

This year, Wal-Mart Stores, Inc. has taken additional steps to assist communities nationwide in improving teaching and learning. The Wal-Mart Corporation designated a GOALS 2000 Coordinator in each of its facilities (Wal-Mart stores, Sam's Clubs, Bud's Stores, and Distribution Centers).

GOALS 2000 Coordinators are responsible for developing two "in store" promotions per month that tie in with the National Education Goals, such as bringing the local bookmobile to the store or providing a site for the display of winning science fair projects. Coordinators are also charged with getting involved in their community's schools or other activities that promote early childhood through lifelong learning.

Wal-Mart will continue to make the GOALS 2000 Satellite Town Meetings available to communities through the company's satellite network. Goals 2000 Coordinators have a role here, too. They invite local leaders to the stores to view the town meetings and recruit community members to participate in future meetings by distributing tapes of past programs.

Many Wal-Mart facilities have highly active partnership programs, such as those in Cleveland, Tenn.; Porterville, Calif.; and Waco, Texas. Other facilities are just beginning their efforts.

You can help. Contact your nearest Wal-Mart and ask for the store manager to find out how you can assist with:

- ▲ getting a group together to view a Satellite Town Meeting;
- ▲ "in store" promotions;
- ▲ involving GOALS 2000 Coordinators in school-related activities.

Finally, tell others of Wal-Mart's commitment and encourage them to contact their local Wal-Mart and get involved.

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National Network Links Schools On-Line

Students, teachers, and administrators in 1000 schools across the United States and in several foreign countries are exchanging ideas and participating in on-line events through the National Public Telecomputing Network (NPTN). NPTN is a nonprofit organization that makes its services and programs available to schools at no charge. Users must provide their own computers, modems, phone lines, and means to connect to the network.

NPTN's educational programs, called Academy One, are part of the organization's broader vision to provide free public access to a wealth of computerized information in communities nationwide. Academy One programs include a daily electronic newsletter for administrators, curricula databases for teachers, electronic mail clubs for students, and monthly special events — such as a simulated space shuttle launch, a bridge-building contest, and a sonnet-writing competition.

Currently, NPTN has a presence in 41 states and 10 foreign countries. The organization is providing advice to over 100 organized groups of citizens who are working to connect their communities to the network. A total of 37 cities are local affiliates of the network, including Los Angeles, Denver, Tallahassee, and Seattle.

To participate in NPTN's Academy One programs, schools can do one of the following:

- directly dial into one of the NPTN affiliates
- telnet into one of the NPTN affiliates
- send/receive e-mail from a computer account that handles Internet traffic.

For more information on Academy One, call (714) 527-5651; or fax (714) 527-5526; or send e-mail to: **a-l@nptn.org**. To be added to an e-mail list that sends out Academy One program updates, send e-mail to John Kurilec at **aa005@nptn.org.** You can also write to Academy One at 7151 Lincoln Avenue #G, Buena Park, Calif., 90620.

Computer Recycling Program Benefits Schools

Undergraduates at Penn State University are running a successful organization that equips K-7 classrooms with computers obtained through donations. "SCROUNGE" — Students for Computer Recycling to Offer Underrepresented Groups in Education — places working computers in inner city and rural schools and then provides needed training, support, and software.

Few costs are associated with the SCROUNGE program other than mileage to and from school sites, spare parts if repairs on equipment are needed, and wages for a part-time coordinator. Funding to cover these costs is provided by the Pennsylvania Space Grant Consortium.

"SCROUNGE could be implemented anywhere in the country by student groups, parent associations, or service organizations," states Geraldine Russell, Assistant Director of the Space Grant Consortium. "If the country is committed to the idea of the Internet, this may be a low-cost way to speed schools onto the computerized highway."

To obtain information about starting a SCROUNGE chapter, contact SCROUNGE at (814) 863-7687.

New On-Line Conversation About Education: "SATL-CON"

Did you ever have a question about how to involve the community in your efforts — and no one to ask? Did you ever think that someone should learn from your experiences in school reform — before they make the same mistakes?

Now there's a forum for communities and individuals across the country to discuss their experiences in local education reform. It's provided by the U.S. Department of Education, but it's as close as your computer — an e-mail conversation via the Internet called "SATL-CON."

"SATL-CON" is short for Satellite Town Meeting Conversation. It's designed to complement the video teleconference. Each month we'll introduce several "on-line guests" who are experts in the topic discussed in the satellite broadcast. You are invited to ask questions and share ideas or approaches that are working in your school and community.

You can participate if you have e-mail and a connection to the Internet through your school or business or through a commercial on-line service (e.g., America OnLine, Prodigy). The conversation is a "listserv," which means that once you subscribe to the list, you will receive messages in your e-mail box, and contributing to the discussion is as easy as sending a message.

To subscribe to "SATL-CON," send an e-mail message to:
listserv@suvm.syr.edu
In the message area write:
subscribe satl-con <your name>
(Example: **subscribe satl-con richard riley**)

You'll receive a welcome message soon after you subscribe. For more information, call 1-800-USA-LEARN or send an e-mail to **<AskERIC@eric.syr.edu>.**

GOALS 2000 STATE PLANNING PROCESS UPDATE

Along with Guam and Puerto Rico, 29 states have now received funding under the Goals 2000 Act: Alaska, Arkansas, Arizona, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, New Mexico, Nevada, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Vermont, and Washington.

To date, the Department of Education has received 8 additional applications for first year funding. The states that have applied, along with the Alaska Federation and the Virgin Islands, include: Maryland, Montana, North Carolina, Texas, West Virginia, and Wisconsin.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer.

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Involved, continued

being of this nation." In the process of developing the family partnership for learning, Riley and his staff met with 125 different parent, religious, business, education, civic and community-based organizations. Pointing to the need for each of these groups to establish a supportive environment for family involvement in learning, Riley called on schools to make parents feel welcome and businesses to take steps to enable families to give attention to their children.

Riley said he would promote seven good practices for families, including:

- ▲ taking an inventory of how the family is using its time in order to find extra time so the family can learn together;
- ▲ committing to high standards and setting high expectations to encourage children to reach their full potential;
- ▲ limiting television viewing on a school night to no more than two hours;
- ▲ reading together;
- ▲ encouraging children to take academically challenging courses and scheduling daily time to ensure that homework is completed;
- ▲ making sure children attend school every day;
- ▲ talking directly to middle school students and teenagers about drugs, alcohol, and the values each family deems important.

On-line, continued

Meeting Series in partnership with the U.S. Chamber of Commerce. Sponsors of the series include Miles, Inc., The Procter and Gamble Fund, S.C. Johnson Wax, and the Corporation for Public Broadcasting.

Coordinates for the October Satellite Town Meeting are as follows ....

C-Band: Galaxy 7, Transponder/Channel 16; Vertical Polarization; Downlink Frequency 4020; Audio Subcarriers 6.2 and 6.8; Orbital Location: 91 degrees West.

Ku-Band: SBS-6, Transponder 7H; Horizontal Polarization; Downlink Frequency 11872; Audio Subcarriers 6.2 and 6.8;

Orbital Location: 95 degrees West.

To find out how your community can participate in the Satellite Town Meeting, call 1-800-USA-LEARN.

THE GOALS 2000 COMMUNITY EXCHANGE

Editor's note: The Goals 2000 Community Exchange will return next month.

Send your questions for future editions to GOALS 2000 COMMUNITY EXCHANGE, U.S. Department of Education, Room 3267, 600 Independence Avenue, S.W., Washington, D.C., 20202-3521. Or fax to: 202-205-0676.

The National Education Goals in Brief

By the year 2000:

- **All Children Ready to Learn**
- **90 percent Graduation Rate**
- **All Children Competent in Core Subjects**
- **First in the World in Math and Science**
- **Every Adult Literate and Able to Compete in the Work Force**
- **Safe, Disciplined, Drug-free Schools**
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

GOALS 2000

COMMUNITY UPDATE

NO. 18, NOVEMBER 1994 U.S. DEPARTMENT OF EDUCATION

November Satellite Town Meeting Focuses On Family-School Partnerships

Exploring an issue that communities nationwide are making a top priority, the November Satellite Town Meeting will look at how families and schools can work together to inspire children to learn and achieve. The program is entitled "Connecting Families and Schools: Building Partnerships That Work." Discussion will emphasize practical steps that parents, teachers and other school staff, and community members can take to strengthen family involvement in learning.

The program will air on Tuesday, November 15 at 8:30 p.m. Eastern time and will be simultaneously broadcast in Spanish for the first time. This new service will also allow callers to ask questions and receive answers in Spanish.

U.S. Deputy Secretary of Education Madeleine Kunin will welcome a panel of guests from schools and communities across the country who are leaders in promoting family involvement in learning. Due to his recovery from a recent operation, Secretary of Education Richard W. Riley will not be joining the program.

Topics of discussion will include how parents and teachers can communicate more effectively, how teachers and schools can expand opportunities for families to participate in their children's education, and how family-school-community part-

*See **Partnerships**, page 2*

The Improving America's Schools Act Passes, Reauthorizes ESEA

Last month, the Improving America's Schools Act of 1994 passed Congress and was signed into law by President Clinton, reauthorizing the Elementary and Secondary Education Act (ESEA) and allocating nearly $11 billion in federal funding to school districts this fiscal year, primarily for disadvantaged students. The Act includes approximately $6.9 billion for Title I (previously Chapter 1), the largest federally funded elementary and secondary education program.

The new Title I has one overriding goal: to improve the teaching and learning of children in high-poverty schools to enable them to meet challenging academic content and performance standards. To accomplish this goal, Title I supports new roles for schools, districts, states, and the federal government. Schools will be able to decide how to spend their Title I resources and, in far greater numbers, combine these federal funds with state and local resources in a comprehensive effort to raise the quality of an entire school. States will develop challenging academic standards, through GOALS 2000 or other mechanisms, and link Title I with their overall school reform efforts. The federal government will work to support states, districts, and schools in this process.

In addition, the new Title I encourages parents, schools, and communities to work together. Parents will have the opportunity to participate more and share responsibility for improved student achievement through parent-school compacts.

Other important provisions of the Improving America's Schools Act are as follows:

Safe and Drug-Free Schools and Community Act

The Act directs $481 million to school districts and schools in support of a comprehensive effort to combat problems of violence and drug use in schools.

Professional Development

The new Eisenhower Professional Development Program provides support for school districts and schools to develop plans for improving instruction and gives teachers and principals important roles in determining the kind of training they need. The effort moves away from one-time professional development activities toward a long-term approach that is tied to high standards for student learning. All core academic subjects will be covered, replacing a current program for math and science.

Technology

The Act helps schools gain access to the Information Superhighway and other technological advances that can transform classroom learning, and promotes the use of educational technology to support school reform.

Innovation and Flexibility

States and local school districts can request waivers from the Education Department if they encounter requirements that interfere with education improvement efforts. The amount of paperwork required to administer programs is reduced. States and school districts will also be able to obtain grants to support the planning and initial implementation of public charter schools.

We'll report on more details of the Improving America's Schools Act in future editions.

GOALS 2000 STATE PLANNING PROCESS UPDATE

Along with Guam and Puerto Rico, 31 states have now received funding under the Goals 2000 Act: Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Vermont, and Washington.

To date, applications for first-year funding are pending for the Alaska Federation, the Marshall Islands, Montana, New Jersey, Texas, Utah, the Virgin Islands, West Virginia, and Wisconsin.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer.

Partnerships, continued

nerships can help ensure that schools are safe. Findings from an Education Department report entitled *Strong Families, Strong Schools* will also be highlighted.

The Department of Education produces the Satellite Town Meeting series in partnership with the U.S. Chamber of Commerce. Sponsors of the series include Miles Research, Inc., The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Coordinates for the November Satellite Town Meeting are as follows ....

C-Band: Galaxy 7, Transponder/Channel 16; Vertical Polarization; Downlink Frequency 4020; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 91 degrees West.

Ku-Band: SBS-6, Transponder 7H; Horizontal Polarization; Downlink Frequency 11872; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 95 degrees West.

To participate in the Satellite Town Meeting, you can contact your local Public Broadcasting member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

Town Meeting

September: Mobilizing the Community for School Reform

Demonstrating how successful school reform efforts must engage the entire community, the September Town Meeting featured two districts that have effectively mobilized their citizens. In live satellite uplinks from Edmonds, Washington and Worcester, Massachusetts, local leaders discussed how their communities implemented comprehensive school reform, inspired by the National Education Goals.

Edmonds Superintendent Brian Benzel reported on the document entitled "A Tapestry for Learning," which defines standards for both academic knowledge and skills. A series of public conversations shaped the Tapestry and provided a sense of community ownership, he said. Civic activist Candy Johns discussed how community volunteers participate in Edmonds' nationally recognized anti-violence program, "The Neutral Zone."

Worcester Superintendent Jim Garvey, along with colleagues Paul Revelle and Stacey DeBoise, described their district's five-year strategic plan to transform their public schools. Business and higher education were important partners in the process, he explained.

The Town Meeting also highlighted findings from the National Education Goals Panel's 1994 report. Some data was positive, such as improved math scores in grades 4 and 8. Other data pointed to areas where progress is needed, such as high school completion rates and lagging black and Hispanic college enrollment.

Two of the National Education Goals Panel's newest members were also guests on the program: state legislators Spencer Coggs (Democrat from Milwaukee, Wisconsin) and Doug Jones (Republican from Twin Falls, Idaho). From the different perspectives of their urban and rural constituencies, they offered insights as to how communities can translate the National Education Goals into their own meaningful school reform. Both guests agreed that goals which may seem ambitious become a powerful force for progress in communities.

Three new tools to help communities with school reform efforts were introduced on the program. *GOALS 2000: An Invitation to Your Community* is a reference tool for parents, teachers, principals, superintendents, and community leaders as they develop comprehensive plans in their schools and communities to move all children toward high standards. (Call 1-800-USA-LEARN to request a copy.) *Moving America to the Head of the Class: 50 Simple Things You Can Do* defines first action steps for parents, teachers, and others in areas like homework, reading, and school attendance. (Call 1-800-96-PROMISE to request the booklet.) The *Community Action Toolkit* is full of ideas and strategies to create and/or expand community-wide school reform efforts. (To purchase the *Toolkit*, call the Government Printing office at 202-512-1800. The stock number is 065-000-00-680-4.)

Are you on the Community Update Mailing list? To

Wrap-Ups

October: Linking Teachers and Students to Technology

Highlighting exciting learning projects that are possible when classrooms have access to technology, the October GOALS 2000 Satellite Town Meeting focused on how schools can connect to the Information Superhighway. U.S. Deputy Secretary of Education Madeleine Kunin was joined by a panel of four studio guests who each shared expertise on how technology can open up new avenues of learning for students and how schools can obtain needed resources for connection to the Internet. Technology Advisor Linda Roberts led a discussion among teachers and students in the studio audience who spoke to the benefits of working on the Internet and also raised concerns about how more schools can gain access.

Doug Wood, a middle school teacher from Columbia, South Carolina, related how he makes technology an integral part of the curriculum and how his students have collaborated with schools in Ireland, Costa Rica, and Japan. Louis Gomez, an Associate Professor at Northwestern University in Evanston, Illinois, described how students and teachers in two Chicago high schools work directly with scientists to solve problems in a shared process of discovery.

Carol Hyatt, a parent in Rockville, Maryland, and Chair of the Montgomery County PTA's Program and Outreach Committee, discussed how schools can reach out to local law firms and businesses for recycled computer equipment that would otherwise be discarded. She also emphasized how interested parents can be a wonderful resource for training teachers and students on how to make the best use of available technology.

The idea of partnerships between K-12 schools, universities, businesses, parents, and community groups was a common theme among guests and callers. A live satellite uplink from southern California focused on a successful partnership involving 11 school districts, a telecommunications corporation, and a local university. Dr. Beverly Rohrer, Superintendent of the Redondo Beach School District; Dr. Robert Detweiler, President of California State University in Dominguez Hills; and C. Michael Crawford, President of GTE California, described how the partnership works to give schools access to the resources of the Internet and also to train teachers in using the technology.

Finally, the issue of developing educational content on the Internet and controlling or censoring students' access to inappropriate material was discussed. Tom Grundner, president of the National Public Telecomputing Network, believes that more academic content must be created. His organization provides a wealth of educational programming to schools free of charge with its Academy One service.

For more information on how other schools have succeeded in using the Internet, request a copy of "Telecomputing Stories: Real People Doing Real Things for Learning" from the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202. For information about how the Department of Education offers support for bringing technology into the classroom, write Dr. Linda Roberts, Special Advisor on Educational Technology, at U.S. Department of Education, Room 6236, 600 Independence Ave., S.W., Washington, D.C., 20202.

ASSIGNMENT DISCOVERY. A service of The Discovery Channel

Discovery Network Rebroadcasts Satellite Town Meetings

Starting last month, the Discovery Network began rebroadcasting the GOALS 2000 Satellite Town Meeting as part of its *Assignment Discovery* series, allowing the forum to reach a much wider audience. Discovery, the fourth largest cable television network, is available in more than 60 million American homes. *Assignment Discovery* is one of the network's most popular programs and is viewed regularly by some 200,000 educators.

Upcoming Satellite Town Meetings will air on *Assignment Discovery* on Fridays from 9:00 to 10:00 a.m. Eastern time on the following dates:

November 11
"Learning On-Line: Using Technology to Connect Children, Parents, and Schools"
December 9
"Building Partnerships Between Families and Schools"

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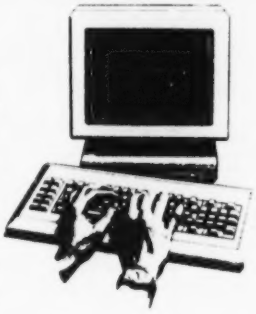
On-Line Discussion Takes Off



Editor's note: *"SATL-CON," the on-line conversation on each Satellite Town Meeting's topic, kicked off this fall and already involves more than 200 parents, teachers, administrators, and other community members. Here's a sample of what people have said in response to the October meeting topic of on-line learning:*

- "There are multitudes of things that can be done with technology to enhance learning. The single most important thing that we could not do before without great difficulty is accessing vast stores of information, in a multitude of formats (sound, video, animation, text, graphics, photos), from one location, in real time. Imagine how effective an art history class can be if it can "visit" the Vatican Museum electronically and "see" its treasures at any time, from any place in the world. Internet browsing tools such as Mosaic and MacWeb have made this practical...." —*Richard Kopec*
- "The most compelling reason for putting students on the Internet is that the Net is not going away. In one form or another, telecomputing will be part of all our futures."—*Corrie Rosetti*
- "Telecomputing is about bringing resources to where they are needed. The resources can be text, graphic, animation, or people, experts in a field. As a teacher, I can share my skills with people outside my standard classroom, and I can gain the expertise of others where I need it." — *Paul Brady*
- "...I fear the end result if we educators are not involved in the continuing formation of the Net. It's unclear what shape it's going to take in the next few years, but it is perfectly obvious that what is forming from the Net is spontaneous and powerful. Many believe the Internet is no less than a revolution in communication." —*Terry Caplenor*
- "Many obstacles exist in most of the schools I've visited — lack of connectivity, training, hardware and software, to name a few. By identifying those in your school (not necessarily your own child's teacher) who are ready to be the explorers and pioneers, and then working individually with them to identify what kinds of things are getting in the way, and doing whatever you can to help overcome the obstacles, you can really make a difference." —*Carol Hyatt*
- "A second grade teacher at Duncan Elementary (South Carolina) used the Internet to share a questionnaire with second graders in New York. The purpose was to integrate the study of technology, geography, statistics, and culture. One question asked the student to name a major land form near his or her home. Answers of the variety of 'Duncan fire tower' were not uncommon.

  Many U.S. students have never traveled out of their home states — fewer have associated with peers in other cultures/countries. The easy and quick response of Internet communication can have a profound effect, opening worlds to our students." —*M.B. Ulmer*

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In the message area write:

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GOALS 2000

COMMUNITY UPDATE

NO. 19, DECEMBER 1994 U.S. DEPARTMENT OF EDUCATION

January Satellite Town Meeting to Explore the Transition from School to Work

Focusing on how schools and communities can work together to prepare students for promising careers, the January Satellite Town Meeting will look at the ingredients of a comprehensive school-to-work program, enabling high school graduates to have real choices of either attending college or moving directly into jobs that challenge their potential. The program is entitled "School-to-Work: Preparing Students for High-Skill, High-Wage Jobs."

The Town Meeting will air on Tuesday, January 17 at 8:30 p.m. Eastern time and will be simultaneously broadcast in Spanish. This service will also allow callers to ask questions and receive answers in Spanish.

U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin will welcome a panel of guests from schools and communities across the country who are innovators in the school-to-work area and have helped develop successful programs. Topics of discussion will include integrating school-to-work reforms into comprehensive school improvement, ensuring that programs have both strong academic and workplace skills components, involving the business community in planning curriculum and offering structured on-the-job learning experiences, and examining how the School-to-Work

See ***Transition****, page 2*

Safety, Order, and 'The Basics' Top Public's Education Concerns

Americans want more emphasis in school reform on orderly, disciplined classrooms, according to a recent Public Agenda report.

Recent findings by the Public Agenda Foundation reveal that safety, order, and mastery of 'the basics' are Americans' top issues of concern in education. Although a majority of people are in favor of holding students to high standards of achievement, they believe this approach to school reform will fail without attention to more "bottom-line" issues. The report released in October, entitled "First Things First: What Americans Expect from the Public Schools," contains other valuable insights for education leaders seeking to engage the public in the process of comprehensive school improvement.

A unique feature of the Public Agenda study is that respondents were asked to focus on their local schools, which people tend to rate more favorably than schools in general. Almost three quarters of those surveyed said drugs and violence are serious problems in schools in their area. More than half (52%) of respondents said that their local public schools don't teach good work habits, such as being on time and doing homework. Sixty percent said "not enough emphasis on the basics such as reading, writing, and math" is a serious problem in their local schools.

When asked about corrective measures to help students learn more, 88% of people said that emphasizing habits such as being on time and being dependable and disciplined would make a great deal of difference. High standards were also favored: 82% supported setting up "very clear guidelines on what students should learn and teachers should teach in every major subject." The public's dual concern for the basics and high standards is reflected by the finding that almost nine in ten people (88%) supported not allowing students to graduate from high school unless they are able to demonstrate they can write and speak English well.

On questions of teaching values, the Public Agenda study showed widespread agreement in key areas, despite divisive issues such as sex education that receive the

See ***Concerns****, page 2*

most attention in the media. Ninety-five percent of people said schools should teach "honesty and the importance of telling the truth." Eighty-four percent said schools should teach students "that having friends from different racial backgrounds and living in integrated neighborhoods is good." Eighty percent said schools should teach "that girls can succeed at anything boys can."

The majority of respondents seemed comfortable that the values of educational professionals were similar to their own. Teachers received the highest vote of confidence: 76% said the values of teachers were close to their own values. Almost two-thirds of those surveyed said the values of school board members (64%) and people who write textbooks (65%) were similar to their own.

The degree of public trust in educators was also evident in other findings. More than six in ten people (64%) gave local public school teachers a rating of "four" or "five" on a five-point trustworthiness scale. About half (54%) gave similar ratings to principals and school board members. Even this high level of trust was subject to challenge, however, on an issue the public considered to be a high priority such as discipline. A little over half of respondents (54%) expressed that they question teachers' judgment in matters of discipline.

The Public Agenda Foundation is a nonpartisan, nonprofit organization dedicated to helping citizens better understand complex policy issues and to articulating the public's point of view to the nation's leaders. "First Things First: What Americans Expect from the Public Schools" is based on a national telephone survey of more than 1,100 Americans, half of whom are parents of children currently in public school. Public Agenda also conducted focus groups in Birmingham, Alabama; Des Moines, Iowa; Minneapolis, Minnesota; and Philadelphia, Pennsylvania.

To purchase the full report at $10.00 per copy, contact Public Agenda, 6 East 39th Street, Suite 900, New York, N.Y., 10016. The phone number is (212) 686-6610.

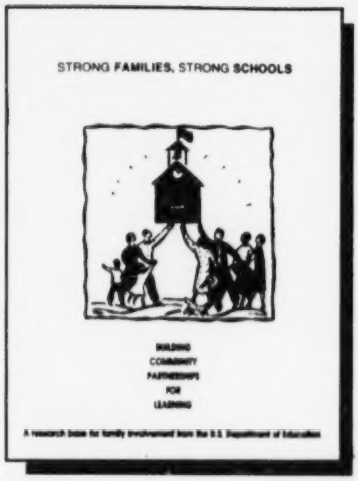
GOALS 2000 STATE PLANNING PROCESS UPDATE

Along with the District of Columbia, Guam, the Marshall Islands, and Puerto Rico, 34 states have now received funding under the Goals 2000 Act: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Washington, and West Virginia.

To date, applications for first-year funding are pending for the Alaska Federation, the Mariana Islands, Micronesia, Montana, New Jersey, Palua, Utah, the Virgin Islands, and Wisconsin.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer.

Parents and Schools Need to I
Town Meeting Audience Lear



Exploring how schools can make parents feel like valued partners and how parents can participate more in children's learning, the November Satellite Town Meeting focused on increasing family involvement in education. For the first time, the program was simultaneously broadcast in Spanish, and translators facilitated call-ins from the Spanish-language audience.

U.S. Deputy Secretary of Education Madeleine Kunin opened the program by reviewing tips that Education Secretary Richard Riley outlined to families for getting more involved with children's learning. The Secretary's advice included reading out loud together, limiting T.V. viewing to no more than two hours a night, and making sure homework is completed. Deputy Secretary Kunin discussed the tips with a studio audience of parents from the Washington, D.C. area, who shared how they find the time to participate in their children's education.

A second segment of the program made clear how effective family-school partnerships can be, focusing on the successful example of the Linda Vista Elementary School in San Diego, California. Former principal Dr. Adel Nadeau, who is now Principal-in-Residence at the Education Department, and community aide Carolina Lozano described how the school reaches out to each and every family, making home visits if necessary. Language barriers must also be overcome: 77% of students at Linda

Opportunities Act of 1994 supports local efforts.

The Department of Education produces the Satellite Town Meeting series in partnership with the U.S. Chamber of Commerce. Sponsors of the series include Miles Research, Inc., The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Coordinates for the January Satellite Town Meeting are as follows ....

C-Band: Galaxy 6, Transponder/Channel 2; Vertical Polarization; Downlink Frequency 3740; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 74 degrees West.

Are you on the Community Update Mailing list? T

Reach Out to Each Other, ns

Vista come from families where Spanish, Laotian, Vietnamese, or Hmong is spoken. "We reach out to parents on their terms," said Dr. Nadeau.

A third segment of the Town Meeting examined how community organizations can support parents in becoming involved. In a live uplink from Olympia, Washington, representatives from the award-winning Together! program discussed how this umbrella organization helps parents to team with other members of their communities to fight youth violence and alcohol and drug abuse. Program coordinator Laurie Raben and parent leader Linda Clark described the practical planning and sense of community ownership that make Together's network of local coalitions successful.

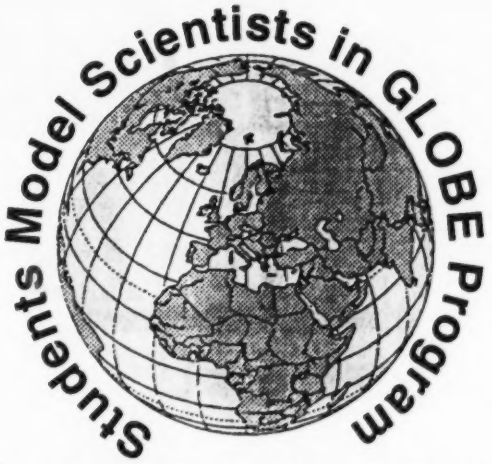
In the Town Meeting's last segment, a panel of studio guests explored the topic of parent-community partnerships further. Sandra Zelno, past president of the Pennsylvania PTA, related how parents through the PTA made a difference in federal education policy by influencing the adoption of a National Education Goal on family involvement. Marta Samano, Los Angeles director of the South Central Leadership Program of MALDEF, the Mexican American Legal Defense and Education Fund, told how MALDEF emphasizes to parents that education is empowerment. George Ricks, coordinator of the National Urban League's Project PRISM (Partners for Reform in Science and Math) summed up the evening with this advice to parents: "Find out what organizations are already working in your community; piggyback with these organizations. Don't say 'My way is the right way.' All of us have to work together."

To obtain a copy of *Strong Families, Strong Schools*, featured in the Town Meeting, write the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202.

Ku-Band: SBS-6, Transponder/Channel 11; Horizontal Polarization; Downlink Frequency 11963H; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 95 degrees West.

To participate in the Satellite Town Meeting, you can contact your local Public Broadcasting System (PBS) member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

receive your monthly copy, call 1-800-USA-LEARN.



In his book *Earth in the Balance*, Vice President Gore envisions a future where young people worldwide will take active roles in monitoring ecological problems, and the awareness they gain will lead them to be better managers of the environment. The Vice President's inspiration is the basis for the GLOBE Program (Global Learning and Observations to Benefit the Environment) in which students will have the opportunity to collect data and collaborate with working scientists on environmental research.

Students will be assigned responsibilities in the broad areas of atmosphere/climate, hydrology/water chemistry, biology, and geology. At their school sites or nearby, they will take daily measurements such as air temperature, barometric pressure, wind speed, and solar radiation.

Classrooms will communicate with scientists via the Internet, transmitting records of measurements. Scientists will then compile the data from different regions and send back the results in the form of computer graphic images. In the process of both collecting data and analyzing the results, students will sharpen their math and science skills.

The GLOBE program is a joint venture between the Department of Education, the Environmental Protection Agency, the National Science Foundation, the National Oceanic and Atmospheric Administration, and the National Aeronautics and Space Administration. By April 22, 1995 — the 25th anniversary of Earth Day — the program plans to have several hundred schools involved, including international participants.

Limited federal assistance will be available to schools that do not have equipment such as measurement tools or computers that would enable students to perform tasks. The grants will be distributed on the basis of need and commitment to the program. Training seminars for teachers are planned for early 1995.

For more information and GLOBE registration materials, schools should contact their district superintendent's office. Schools can also write directly to the GLOBE program at 744 Jackson Place, Washington, D.C., 20503, or call (202) 395-6500. The Internet address is **info@globe.gov**.

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GOALS 2000
Issue No. 19

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Contest Judges Outstanding "Community Solutions for Education"

The second annual "Community Solutions for Education" awards will recognize outstanding grass roots programs that utilize comprehensive community involvement to improve learning opportunities for young people. The competition is sponsored by the Coalition on Educational Initiatives whose partners include Apple Computer, Inc.; The Coca-Cola Company; Laidlaw Transit, Inc.; Optimist International; Procter & Gamble Company's Crest and Tide brands; Sallie Mae; and State Farm Insurance Companies.

Five national winners will be announced by the Coalition in *USA Today*, and at least 50 honorable mentions will also be selected. Information on both winners and honorable mentions will be published in a 1995 Resource Guide of model programs to be distributed to communities nationwide.

The contest is open to community groups or organizations that have come together to improve learning opportunities for newborns through 18-year-olds. Judges will look for programs that do the following:

- unite the community in support of education to meet an identified critical need;
- encourage the ongoing cooperation of educators, parents, businesses, civic and community groups, public officials and agencies, religious groups, the media, the general public, and young people;
- show tangible evidence of success by benefiting a substantial number of young people;
- demonstrate effective use of resources;
- serve as models to other communities; and
- represent truly grass roots initiatives.

The deadline for entry is January 30, 1995. Winners will be announced in April 1995.

To obtain an application, contact Community Solutions for Education, c/o Education and Family Initiatives, USA Today, 1000 Wilson Blvd., Arlington, VA., 22229. The phone number is (703) 558-5670.

The National Education Goals in Brief

By the year 2000:

- **All Children Ready to Learn**
- **90 percent Graduation Rate**
- **All Children Competent in Core Subjects**
- **First in the World in Math and Science**
- **Every Adult Literate and Able to Compete in the Work Force**
- **Safe, Disciplined, Drug-free Schools**
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

GOALS 2000

COMMUNITY UPDATE

NO. 20 JANUARY 1995 U.S. DEPARTMENT OF EDUCATION

January Town Meeting to Discuss School-to-Work Preparation

A reminder: Exploring how schools and communities can help all young people reach their potential in a career, the January Satellite Town Meeting will focus on preparing students for the critical transition from school to work. Addressing how the rapid pace of changes in the workplace affects our nation's educational needs, the program is entitled "School-to-Work: Preparing Students for High-Skill, High-Wage Jobs."

The Town Meeting will air on Tuesday, January 17 from 8:30 to 9:30 p.m. Eastern time and will be simultaneously broadcast in Spanish. This service will also allow callers to ask questions and receive answers in Spanish.

U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin will welcome guests who have developed model school-to-work programs in their communities, building partnerships between parents, schools, businesses, labor, and postsecondary institutions. The discussion will include preparing high school graduates for a range of options, from postsecondary studies to direct entry into a career. Other topics to be explored are connecting the teaching of academic and workplace skills, integrating school-to-work reforms into comprehensive school improvement, and examining how the School-to-Work Opportunities Act of 1994 supports local efforts.

The Department of Education produces the Satellite Town Meeting series in partnership with the

*See **Preparation**, page 3*

Metropolitan Life Study Explores Attitudes About School Violence

A new MetLife survey reveals that parents and students differ in their perceptions about how involved parents are at school.

This year the Metropolitan Life Survey of the American Teacher departed from its usual focus on the opinions of educators, researching instead the attitudes of parents and students about violence in and around public schools. The survey, entitled "Violence in America's Public Schools: The Family Perspective," revealed that more than one-third of America's junior high and high school students feel their school does only a fair or poor job of providing a safe environment in the school building; nearly half of parents rate their child's school as fair or poor in this regard. The survey results were released on December 1, 1994 at a press conference at the U.S. Chamber of Commerce headquarters, where leaders and national experts, including Deputy Secretary of Education Madeleine M. Kunin, commented on the implications.

One focus of the survey was to get an accurate read on the violence problem in America's public schools. A significant proportion of students (44 percent) reported that they had had personal experiences with angry scenes or confrontations during the previous month. Nearly one-fourth of students (24 percent) said they had been involved in physical fights.

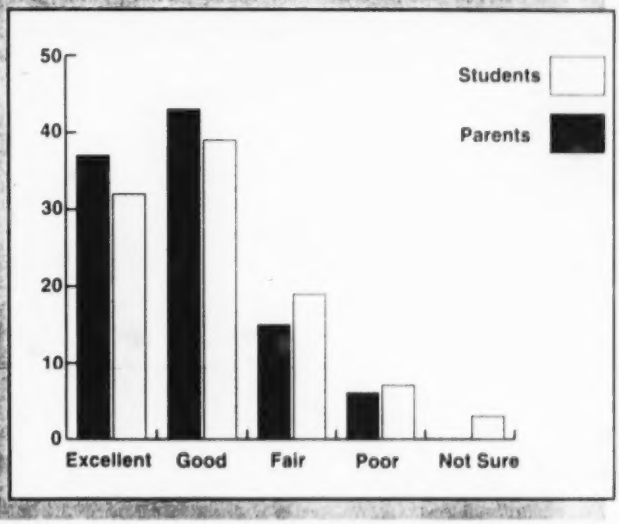
Students' attitudes about violence were also measured by the survey. More than half of students (52 percent) said the following statement was true: "Most people I know would say that it's almost impossible to walk away from an angry scene or confrontation without fighting." In commenting on the survey results, Dr. Floretta McKenzie of the McKenzie Group in Washington, D.C. stated, "We are more apt to mete out discipline than to teach discipline. We much teach youngsters how to value life and respect others."

Associated with the problem of violence in the schools, the MetLife study found, was a breakdown in communication between parents and their children. When students were asked why they do not talk to their parents about problems in school or

*See **Survey**, page 2*

Providing A Safe Environment in School

***Question:** Please tell me whether you would rate your public school excellent, good, fair, or poor.*
... The school's ability to provide a safe and secure place for students when they are in the school building....



***From the 1994 MetLife Survey, "Violence in America's Public Schools: the Family Perspective." Note: due to computer rounding, totals may not add up to 100.*

Survey, from page 1

disagreements with peers, 29 percent of those who had been victims of violence said they feel their parents cannot help; 46 percent said adults do not understand their problems; and 22 percent said they fear getting in trouble.

The study showed a wide disparity between how often students actually confide in their parents and how often parents believe they do. Over half of parents (52 percent) said their children "nearly always" tell them about problems or disagreements with other students. Only 24 percent of students responded that they nearly always did so.

Parents also tended to overestimate their involvement at school when compared with their children's perceptions. Seventy percent of parents gave other parents a rating of good or excellent for the support they showed at school. However, more than one third of students (37 percent) gave parents only a fair or poor rating for school support. Among high school students, the sentiment increased: 50 percent gave parents a fair or poor rating on school support.

The survey looked at the effectiveness of violence prevention strategies. Students were asked to consider a variety of strategies individually and rate them from "very successful" to "not successful." The top three strategies to be rated by students as "very successful" were suspension or expulsion of students when they were violent (43 percent), security guards or police at school (36 percent), and a mentoring program (34 percent).

A sizeable majority of students (67 percent) agreed with the following statement: "There would be much less violence if there were more things for kids to do."

"The best prevention program is still a good education," noted Deputy Secretary Kunin in her remarks.

Free copies of the survey are available by writing to: MetLife Teachers' Survey, 1994, P.O. Box 807, Madison Square Station, New York, N.Y., 10159-0807.

A Report from the Deputy Secretary

Zavala School In T

***Editor's note:** Whenever Deputy S schools and learns about promisi Deputy Secretary thought was espe*

Most of the children in the Zavala School in Austin, Texas, live in one of two nearby housing projects. Average family income is barely over $5,000; 72 percent qualify for free lunches, and for many, English is a new language.

For years, Zavala succumbed to failure, embarrassed by the fact that by every measure, the school was at the bottom of the heap.

Today, Zavala has turned itself around. How did it happen?

That's the central question we must ask and answer as we strive to bring school improvement to every community and every school in the country through Goals 2000.

These are some of the steps the school took:

1. The principal, Alejandro Mindiz-Melton, said, as he looked at the low test scores and 50 percent teacher turnover each year, "We acknowledged our responsibilities and our failures. These are good families who want to see their children do well. We asked parents, 'what do you like about your school, what don't you like?'" And they got answers that became the vision of the school, focusing on safety and on high academic standards.
2. Parent involvement was taken seriously at Zavala by both parents and teachers. Saturday morning "community walks" were organized to enable teachers to meet parents in the neighborhood. Parents received several days of leadership training.

GOALS 2000 STATE PLANNING PROCESS UPDATE

Along with the District of Columbia, Guam, the Marshall Islands, and Puerto Rico, 37 states have now received funding under the Goals 2000 Act: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Washington, Wisconsin, and West Virginia.

To date, applications for first-year funding are pending for the Alaska Federation, American Samoa, Iowa, the Mariana Islands, Micronesia, New Jersey, Palau, Utah, and the Virgin Islands.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer.

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Texas Turned Failure Into Success

ecretary of Education Madeleine M. Kunin travels, she visits local g practices to improve education. Here's one school visit the cially interesting and wanted to share with our readers.

3. Zavala became part of the Texas Interfaith Alliance for School Improvement, a community-based organization that works with more than 60 schools in Texas, New Mexico, and Arizona. The Alliance has given vital financial support, political clout and models that work to Zavala. The Alliance has also helped connect the school to community churches and synagogues, not to preach but to build community support for education. y, Zavala is not alone, but can her schools undergoing change.

eavily in teacher development. n advanced, hands-on science students never before quali- onor science class. Now they hese students have caused a curriculum in every school, student to aspire to this level.

and effective school. Test scores vala is near the top of all schools in engaged in their children's education and teachers are experiencing on-going success.

ool, and the Texas Alliance, offer some important t how we move from model schools to many o that every child in America has access to an education.

That is the great challenge which Goals 2000 was designed to address. Now we know that it is possible, if we continue to learn from the exciting innovations that are happening at the local and state level.

Preparation, from page 1

U.S. Chamber of Commerce. Sponsors of the series include Miles Research, Inc., The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Coordinates for the January Satellite Town Meeting are as follows ....

C-Band: Galaxy 6, Transponder/Channel 2; Vertical Polarization; Downlink Frequency 3740; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 74 degrees West.

Ku-Band: SBS-6, Transponder/Channel 11; Horizontal Polarization; Downlink Frequency 11963H; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 95 degrees West.

Find out if your local school system is participating in the Satellite Town Meeting, or you can contact your local Public Broadcasting System (PBS) member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

Resource Supports GOALS 2000 Vision for all Children

As reformers develop their comprehensive school improvement plans, a valuable new resource can help ensure that all children are covered, including those with disabilities and special needs. The publication, entitled "Crosswalking the National Agenda and GOALS 2000," identifies major points of connection between GOALS 2000 and the National Agenda for Achieving Better Results for Children and Youth with Disabilities.

The National Agenda document, developed with broad participation from the special education and general education communities, is a dual vision of both reform for special education and of integrating these changes into comprehensive school improvement efforts. To encourage integrated school reform, "Crosswalking" shows how the National Agenda mirrors GOALS 2000 elements such as emphasis on high standards for learning, professional enrichment for educators, and school partnerships with parents, businesses, and other groups.

To obtain a copy of "Crosswalking The National Agenda and GOALS 2000," write to the National Association of State Directors of Special Education (NASDSE) at 1800 Diagonal Road, Suite 320, Alexandria, VA., 22314. The cost is $4.00.

Live via satellite,
February 1, 1995:
Secretary Richard W. Riley
will deliver the Second Annual "STATE OF AMERICAN EDUCATION" Address.
Call 1-800-USA-LEARN for more details.

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FIRST CLASS

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On-Line Discussion Explores Family-School Partnerships

Editor's note: *"SATL-CON," an on-line conversation made possible by the Department of Education, invites participants to share their thoughts on each month's Satellite Town Meeting topic. Approximately 500 parents, teachers, administrators, and other community members are currently involved. Here's a sample of what people have said during November's discussion of family involvement in education:*

- "For me, parents defining their own involvement is the key. As a member of a number of education reform committees, I tend to be relegated to a passive recipient of an educator's design.... I'd prefer being brought in at the front end: let your parents tell you how they should be involved and what form their involvement should take...." *—Mike Anderson*
- "... Just as students' work in schools requires and benefits from family support, family involvement works best with community support. Employers, institutions, organizations, and community leaders have crucial roles to play in enabling families to work with schools." *—Meredith Gavrin*
- "Parents own local businesses, or are the customers of local businesses. Therefore, parents working in partnership with school systems are one of the key links to local businesses as school resources, both for the financial assistance and the educational opportunities they can provide." *—Eliot Rosenheim*
- "Few families have the time or inclination to participate in traditional school-based volunteer activities, e.g. PTA meetings.... However, we know that most of these parents, regardless of family structure or socioeconomic level, care deeply about their children's education. When family involvement is focused on actively involving parents in their children's education in ways that help the student succeed, parents are motivated to participate." *—Jeanette Corris*
- "That children do better when parents are involved is supported by research, but why is it that parents want to be involved? Could it be that parents want to be involved when the schools are doing interesting things, or is it that schools begin to do interesting things when parents are involved? Perhaps we have here a spiraling cycle of doing a good job with children because parents are more likely to be present, and then parents feeling more involved and wanted because school is an interesting place to be." *—Diane Rothenberg*
- "I would venture that the limiting factor (in parent involvement) is teacher time. The teachers don't have the time to communicate with parents.... Just as it is time-consuming to incorporate a new employee in any technical enterprise, so too it is (to incorporate) outsiders in the classroom. This is where organized help is probably most needed: finding the teachers' upcoming needs, finding parents capable of filling those needs, and establishing the communication between them." *—Ed Krug*

To subscribe to "SATL-CON," a free service, send an e-mail message to:

listserv@suvm.syr.edu

In the message area write:

subscribe satl-con <your name>

(Example: **subscribe satl-con richard riley**)

You'll receive a welcome message soon after you subscribe. If you have any questions, call 1-800-USA-LEARN, or send an e-mail to

<AskERIC@eric.syr.edu>.

GOALS 2000

COMMUNITY UPDATE

NO. 21, FEBRUARY 1995 U.S. DEPARTMENT OF EDUCATION

February Satellite Town Meeting to Discuss Making Schools Safe and Drug-Free

Focusing on an issue of the highest priority to students, parents, teachers, principals, and concerned citizens, the February Satellite Town Meeting will address how communities can ensure that schools are safe. The program, entitled "Safe Schools: Providing Our Children with a Disciplined and Drug-Free Learning Environment," will discuss solutions to the problems of drug abuse and youth violence in the schools.

The Town Meeting will air on Tuesday, February 21, at 8:30 p.m. Eastern time. The program will be broadcast live from the studios of Public Broadcasting member station KLRU in Austin, Texas, and will be produced with help from the Texas Business Education Committee and the Texas Association of Partners in Education. A simultaneous broadcast in Spanish will serve to take callers' questions and give answers in Spanish.

U.S. Deputy Secretary of Education Madeleine Kunin will host a panel of guests who have developed successful strategies to combat drug abuse and youth violence in their schools and communities, and have implemented programs with proven results. (Education Secretary Richard Riley will participate in the meeting via satellite.) Topics

See ***Drug-Free****, p. 5*

"The American People Know Instinctively That Education Is the Future"

Emphasizing that now, more than ever, education must remain a national priority, U.S. Secretary of Education Richard W. Riley testified before the House Committee on Economic and Educational Opportunities on January 12, 1995. Riley outlined a key role for the Department of Education in helping to assure that America's children receive a high quality education, but he clearly distinguished the appropriate federal function from state and local responsibilities. "Education is a national priority, but a state responsibility under local control. I believe strongly in state and local decision making."

U.S. Secretary of Education Richard Riley testifies before Congress on the federal role in education.

Commending the House Committee for its bipartisan support of education improvement, Riley noted some of the prominent legislative achievements of the past two years. Such laws as the GOALS 2000 Act, the School To Work Opportunities Act, and the Safe Schools Act have helped create a framework for excellence in education, Riley said. The Secretary pledged to continue to work with Congress in the spirit of bipartisanship.

> ***"Our economic prosperity, our national security, and our nation's civic life have never been more linked to education than they are today as we enter the Information Age of the 21st century."***

Riley cited recent research that underscores the American public's support for investing in education. A *New York Times*/CBS poll published on December 15 found that 81 percent of respondents favored a balanced budget amendment. But when people were asked a follow-up question — whether they favored cutting education spending as a means of balancing the budget — only 22 percent of the people polled said yes.

"The American people know that we are in a unique time of economic and social transition," said Riley.

Riley reached into America's recent past for examples of how education is tied to the nation's economic success. He referred to the G.I. Bill in 1944

See ***Future****, page 5*

School-to-Work Programs Are for All Students, Town Meeting Audience Learns

Discussing how school-to-work programs make an essential contribution to every student's education as well as to the economic well-being of the nation, January's GOALS 2000 Satellite Town Meeting focused on the transition from school to the workplace. U.S. Secretary of Education Richard Riley and Deputy Secretary of Education Madeleine Kunin welcomed a panel of innovators in the school-to-work area who described successful programs that are built on community-wide partnerships among parents, schools, businesses, and higher education.

J.D. Hoye, Director of the National School-to-Work team — a partnership between the Departments of Education and Labor — also participated in the program. Ms. Hoye, who had led a statewide school-to-work strategy in Oregon, offered basic advice to communities that are looking to start programs. "It's too important of an agenda to sit back, hold back, and not be a partner in discussing what's good for all students," she said. "You have to be at the table, and you have to be a stakeholder. If you want to be there, people will welcome you."

Source: *National School-to-Work Team.*

The business perspective on school-to-work issues was represented by Marcus Clarke, Manager of Education, Training, and Development at the Ford Motor Company in Dearborn, Michigan; and Lois Ann Porter, School-to-Work Director of the Boston Private Industry Council. Mr. Clarke works with the National Employers Leadership Council, a group of chief executives from 13 of America's top corporations, who have pledged to assist both urban and rural communities with school-to-work efforts. Ms. Porter manages a highly successful youth apprenticeship program in Boston called Project ProTech, which has expanded from its original focus on health care to the financial services and utilities and communications industries.

Asked what kinds of skills students will need for the jobs of the 21st century, Mr. Clarke and Ms. Porter agreed that teamwork ranks high on the list. "Employers tell us that what they're looking for are workers who can solve problems, who have critical thinking skills — but almost more important than any of that is their basic communication skills," Ms. Porter said.

Mr. Clarke described the essential connection between learning in the workplace and learning in the classroom. "Students really want to be successful on the job. When they find they don't have a particular tool to allow them to be successful, and they can get that tool by going back to school, it motivates them to go back to school and learn."

In a special satellite uplink from San Francisco, California, a student spoke firsthand of how his school-to-work program at the Berkeley Biotechnical Academy has been a motivating force in his life. The Berkeley program is a nonprofit partnership between the city and Miles, Inc., a health care company with operations in the area. Student Damian Kirkland told the audience that he never thought he'd pursue a career in science, but that his internship has intrigued him, and he can now envision himself as a scientist.

In the second half of the program, principal Mike Hryciw from Portland, Oregon, also spoke of how school-to-work programs can change students' directions in life. He leads a nationally recognized program at Roosevelt High School, where the entire four-year curriculum is built around school-to-work principles. "We could give you story after story of students who have raised their levels of expectations, set higher standards for themselves, and have gotten a real sense of relevancy to their education," Mr. Hryciw said.

Jerry Sue Thornton, President of Cuyahoga Community College in Cleveland, Ohio, shared insights about the specific ways community partnerships dedicated to school-to-work can be built. Her community college offers training to employees of businesses in exchange for the company's participation in school-to-work programs at the secondary school level.

Secretary Riley spoke of how the design of the School To Work Opportunities Act of 1994 is to have the federal government support a grass-roots movement. "We can be coalition builders, but the energy and the action really have to come from the local community around the school," he said.

At the Town Meeting's close, Deputy Secretary Kunin summed up the main points of the program: school to work is for all students; programs should offer students a flexible set of career and educational options; classroom learning and on-the-job learning should be integrated; and school-to-work programs should involve the entire community — parents, businesses, higher education, and others.

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Coming to Your Community: The Family Involvement Partnership for Learning

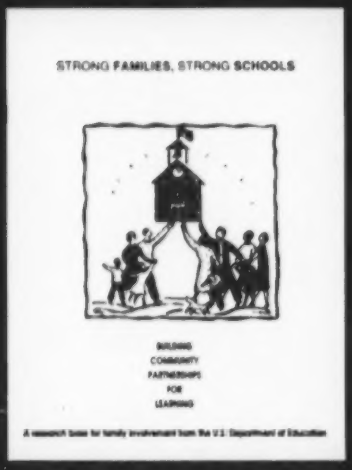
With the formation of a nationwide Family Involvement Partnership for Learning, the U.S. Department of Education has embarked on an initiative to help groups unite around the promising practice of involving families in the education of America's young people. Research has shown that schools succeed when family involvement in learning is supported by all sectors of the community: businesses, community agencies, and religious groups.

The new National Education Goal dedicated to family involvement states: "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." To date, more than 100 national organizations have committed themselves to develop such partnerships. Under the leadership of the National Coalition for Parent Involvement in Education (NCPIE), representatives of community organizations have been working on a strategic plan that identifies goals aiming at concrete results.

The Education Department has played a key role in encouraging national groups to join together and define specific ways to promote family involvement in learning. Last month, leaders representing a broad range of religious communities met with Secretary Riley and publicized a shared statement pledging their willingness to shape action plans that will have real consequences for families. (See reverse side for excerpts of the statement.) Chief executive officers of a number of America's top corporations have also met with Secretary Riley to discuss how they can work together on behalf of family involvement.

In upcoming issues of *Community Update*, we will feature further developments in the national campaign for family involvement in learning.

FAMILY INVOLVEMENT RESOURCES ARE AVAILABLE



The following resources are available free of charge from the U.S. Department of Education. Write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room [illegible], 600 Independence Ave., S.W., Washington, D.C. 20202.

Strong Families, Strong Schools: Building Community Partnerships for Learning — This booklet explores why family involvement is so important in learning, summarizes recent research, and offers practical tips to parents, schools, businesses, and community groups about how to connect families to the learning process.

Employers, Families, and Education: Promoting Family Involvement in Learning — This booklet contains profiles of exemplary business programs around the nation that promote family involvement in learning. The programs can serve as models for other businesses and can be a resource for school and community leaders who are opening a dialogue with businesses in their area.

Family Involvement Poster — This full-color 20" x 30" poster features Secretary Riley's seven good practices for families.

ASSIGNMENT DISCOVERY.
A service of The Discovery Channel

Schedule for Discovery Network Rebroadcasts of Town Meetings

The Discovery Network rebroadcasts each GOALS 2000 Satellite Town Meeting on the program "Assignment Discovery." The rebroadcasts occur on Friday at 9:30 a.m. Eastern time. Here is the schedule for the remainder of the school year:

February 3	"School To Work: Preparing Students for High-Skills, High-Wage Jobs"
March 10	"Safe Schools: Providing Our Children with a Disciplined and Drug-Free Learning Environment"
April 7	"Math and Science: Education for the 21st Century"
May 12	"Ready to Learn: How Families and Communities Can Prepare Children for Success in School"
June 2	"Teaching and Learning in Diverse Classrooms: High Standards and Accountability"
(will air but unscheduled)	"Learning to Read: Community Strategies for Creating More Literate Students and Adults"

Statement of Common Purpose Among Religious Communities Supporting Family Involvement in Learning

Editor's note: Leaders of more than 30 religious organizations, representing some 75 percent of religiously affiliated Americans, recently met with U.S. Secretary of Education Richard Riley. They issued a statement declaring their support for the National Partnership for Family Involvement in Learning. Below are excerpts:

As members of religious communities from across the land, we join to affirm the vital and enduring role of families in the education of children. We have always regarded families—and parents in particular—as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.

Parents and guardians need to immerse themselves in the education of their children as never before. Children need the immediate and constant support of their families. But there are other voices at odds with these goals: the voices of poverty, loneliness, and fear. Because of this, there are children who do not attend school regularly, whose test scores and grades falter, who have too much idle time, and whose parents are absent, too overwhelmed or too busy to spend time reading, talking, praying, playing, listening, helping or encouraging them.

Religious communities hear this cry. It is with this knowledge and in our unique roles that we stand united in our commitment to the involvement of family members in the education of children. We believe the participation of family members in the education and spiritual development of young people is fundamental to a child's preparation for adulthood and the responsibilities of citizenship. Our nation's future depends upon a shared concern for the education of young people.

It is imperative that religious communities join together with governments, community organizations, businesses, and public and private schools in striving to provide families, parents, grandparents, foster parents, guardians, or extended family members with the information, skills, tools, and opportunities that will encourage their participation in the total education of their children, including character education. We are committed to working together to improve children's learning through family involvement partnerships.

We are thankful for the blessings of religious liberty, a sacred trust, stated in the Declaration of Independence and guaranteed by the First Amendment of the Constitution, that enables the members of all faiths to work together freely and openly for the common good. As beneficiaries of this great legacy, we pledge our support in encouraging family involvement in the education of children.

We call upon all citizens, religious communities, community organizations, and businesses to do their share. We urge family members to become actively involved in their children's education, religious communities to work to better understand and meet educational and family needs, community organizations to sponsor meaningful youth- and family-oriented activities, and businesses to adopt family-friendly policies in the workplace. Governments need to promote public policies that encourage greater family involvement in the education of all children. We challenge our society to value and nurture our children of today so that they can be productive citizens of tomorrow.

The National Education Goals in Brief

By the year 2000:

- **All Children Ready to Learn**
- **90 percent Graduation Rate**
- **All Children Competent in Core Subjects**
- **First in the World in Math and Science**
- **Every Adult Literate and Able to Compete in the Work Force**
- **Safe, Disciplined, Drug-free Schools**
- **Professional Development for Educators**
- **Increased Parental Involvement in Learning**

Future, from page 1

that sent 2.2 million veterans to college and contributed significantly to an increase in the nation's GNP. In the 1990's, Riley noted, the link between education and the economy continues: 89 percent of the jobs being created in this decade require some form of postsecondary training.

The Secretary outlined four major areas of national concern where the Department of Education plays an active role: helping to ensure national security, economic security, a responsible citizenry, and equal access to education. Riley then described the ways in which the Department fulfills its national responsibilities.

As a "clearinghouse of good ideas and catalyst for solutions," the Education Department has piloted state-of-the-art technology for teachers such as the *Ask ERIC* program and the soon-to-be-released *Pathways* program. Helping to define a national telecommunications policy that would link the schools to the Information Superhighway is a top priority for the Department, the Secretary said.

> ***"We seek to support and encourage; we do not dictate or determine local or state policy."***

Providing access to higher education — "creating the middle class of the future" — is another way the Education Department fulfills its national role, according to Riley. Describing the new direct lending program, Riley said that 75 percent of all student aid for Americans seeking higher education comes from the federal government.

Riley spoke of how the Education Department has created a partnership with states as a third means for achieving its national mission. He lauded the GOALS 2000: Educate America Act as a model for how the partnership works to promote effective local and state reforms. Referring to his own experience as governor of South Carolina, Riley noted how having a strong Education Department as a voice for excellence and high standards was a boost to his state reform program.

Concluding his testimony, the Secretary summed up the education agenda of the Clinton Administration. "We need as a nation to commit ourselves to high standards, make our schools havens of order and discipline, recognize that teachers are at the heart of our effort to reach for excellence, reconnect the American family to learning, and find new concrete ways to make sure every student who can make the grade can find a way to pay for college."

Drug-Free, from page 1

of discussion will address drug and violence problems, the role that law enforcement should play in preventive strategies and solutions, partnerships with community organizations to provide safe havens for children before and after school, and training parents and school staff to communicate with youth effectively about drugs and violence. The Department of Education produces the Satellite Town Meeting series in partnership with the U.S. Chamber of Commerce. Sponsors of the series include Miles, Inc., The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Satellite coordinates are as follows ....

C-Band: Telstar 302, Transponder 10V/Channel 19; Vertical Polarization; Downlink Frequency 4080; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 85 degrees West.

Ku-Band: SBS-6, Transponder/Channel 1H; Horizontal Polarization; Downlink Frequency 11717; Audio Subcarriers 6.2 (Spanish) and 6.8 (English); Orbital Location: 95 degrees West.

To participate in the Satellite Town Meeting, you can contact your local Public Broadcasting System (PBS) member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

GOALS 2000 STATE PLANNING PROCESS UPDATE

Forty-one states have now received funding under the Goals 2000 Act: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, and Wisconsin. In addition, American Samoa, the District of Columbia, Guam, the Mariana Islands, the Marshall Islands, Micronesia, and Puerto Rico have received grants.

To date, applications for first-year funding are pending for the Alaska Federation, Indiana, Mississippi, Palau, South Carolina, and the Virgin Islands.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer

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March Is "Arts in Education" Month

Schools across the country will be holding special events in March as part of "Arts in Education Month," a sure way to break out of the winter doldrums. The disciplines of music, visual arts, and theatre will be participating, followed by dance in April with National Dance Week.

"Music in Our Schools Month," sponsored by the Music Educators National Conference (M.E.N.C.), will kick off with "The World's Largest Concert" on March 2. The concert, which will be broadcast on PBS stations nationwide, is meant to be participatory: the words and music to the six songs that are to be performed by the Lawrence, Kansas Children's Choir have been available to music educators nationwide and their students since last fall. For more information on the concert, contact Judy Reinhardt at 1-800-336-3768.

"Youth Art Month" for the visual arts is sponsored by the Council for Art Education, Inc. Many states have Youth Art Month Coordinators who are helping schools to plan activities and events. A booklet of ideas for promoting the visual arts is also available, free of charge (single copies only). For more information on Youth Art Month, or to order a booklet, write: Laurie Doyle, Council for Art Education, Inc., 100 Boylston Street, Suite 1050, Boston, Mass., 02116.

The American Alliance for Theatre and Education (AATE) and the Educational Theatre Association are co-sponsoring "Theatre in Our Schools Month." Tony Randall is honorary Chair of the special month of events. Some free materials are available for educators, along with a packet of activities and strategies for promoting theatre education, for which there is a $15.00 charge. The packet includes posters, logos, and buttons for Theatre in Our Schools Month. Products such as T-shirts and tote bags can be ordered separately. For more information, write Karen Kay Husted, Theatre Arts Department, University of Arizona, Tucson, Ariz., 85721. The fax number is (602) 621-2412.

National Dance Week, sponsored by the National Dance Association, takes place from April 24-30. Gregory Hines is the official spokesperson. To date, 23 states are participating, and regional coordinators within each state are helping schools to plan activities. The event has a mission statement: "To encourage the growth and development of dance in America by raising public consciousness of the values, importance, and contributions of dance." Success kits are available for teachers at a charge of $25.00, but a free brochure on the week can also be ordered. Write to: Patti Goulding, 2121 Noblestown Road, Pittsburgh, Penn., 15205.

Resources Help Integrate the Arts Into GOALS 2000 Reforms

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GOALS 2000

COMMUNITY UPDATE

Special Issue
State of American Education

NO. 22, MARCH 1995 U.S. DEPARTMENT OF E

March Town Meeting Will Look At Math and Science for the 21st Century

How schools and communities can strengthen math and science education will be the topic of the March Satellite Town Meeting. The program, entitled "Math and Science: Education for the 21st Century," will explore how instruction can respond to the rapid changes in technology that are transforming our economy and our daily lives.

The hour-long Town Meeting will air on Tuesday, March 21, at 8:30 p.m. Eastern time. A simultaneous broadcast in Spanish will include the service of taking callers' questions and providing answers in Spanish.

U.S. Secretary of Education Richard W. Riley and Deputy Secretary of Education Madeleine Kunin will host a panel of guests who have led efforts to improve math and science education in their schools and communities. Topics of discussion will address actively engaging math and science students in problem-solving and hands-on projects, supporting teachers in delivering challenging math and science lessons, using technology to open new worlds of exploration for math and science students, and linking the content of math and science courses to job skills required in the workplace.

The Department of Education produces the Satellite Town Meeting series in partnership with the U.S. Chamber of Commerce. Sponsors of the series include Miles, Inc., The Procter and Gamble Fund, SC Johnson Wax, and the Corporation for Public Broadcasting.

Satellite coordinates are as follows....

C-Band: Telstar 302, Transponder 10V/Channel 19; Vertical Polarization; Downlink Frequency 4080; Audio

See Math and Science, p.5

American Education Has "Turned a Corner," Reaching for Excellence

On Wednesday, February 1, U.S. Secretary of Education Richard Riley delivered the second annual State of American Education Address to an audience of approximately 700 students, parents, educators, business, labor, and community leaders, and elected officials. The event, held at Thomas Jefferson Middle School in Arlington, Virginia, was also broadcast to a satellite audience.

Following are excerpts from the address:

Today, I am honored to make my second annual *State of American Education Address* here at Thomas Jefferson Middle School in Arlington, Virginia ... to tell you that we are no longer a nation at risk toward mediocrity, but a "nation on the move" toward high standards ... a nation turning the corner, yes, raising its standards and reaching for excellence for the 21st century.

We need to avoid the trap that has so often befallen American education: the inability to maintain a sustained drive for excellence.

This is a critical time for American education ... a turning point. We are starting to win the battle for excellence and good citizenship in American education. Student performance in reading, science and math is on the rise, and we have made up much of the ground that we lost in the 1970s. The number of high school students taking the core academic courses is increasing, up 27 percentage points since 1983, and still rising. Many more students, particularly minority students, are participating in the advanced placement process.

The dropout rate has declined in the

*See **State of Education**, p.2*

As this edition of *Community Update* went to press, the U.S. House Appropriations Subcommittee on Labor, Health and Human Services, and Education had voted to cut back funds for Education Department programs already approved for the current year. Among the programs affected would be:

- the Safe and Drug-Free Schools Act (to help make K-12 schools safe and drug-free)—*100% cut*
- the GOALS 2000: Educate America Act (to raise standards of achievement, discipline, and learning so that all children will be prepared for the 21st century) —*40% cut*
- Parent Resource Centers (to promote parent involvement in school improvement) —*100% cut*
- Tech Prep (to strengthen work-study programs and technical education for high school students) —*100% cut*
- the Technology Education Act (to provide students with access to computers and technology in the classroom) —*75% cut*

Debate on the proposed cuts in the full House of Representatives is scheduled for March 15. The Senate has not scheduled action at this time. More information will follow in future editions of *Community Update*.

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State of Education, from p. 1

last decade, and young people are getting the message that graduation from high school is only the stepping-stone to more learning. There is a new seriousness and appreciation for the value of education. The percentage of students attending college is higher than any other developed country. Community colleges are filling up as never before. And our great institutions of higher learning still produce world-class graduates.

Now, we still have many problems. Overall achievement is still too low. The dropout rate for our Hispanic youth is improving but is still too high; the gap in performance of African-American, Hispanic, and poor children is still too large; violence in some schools remains a destructive force; too many college freshmen are still in remedial classes; and I am increasingly concerned about a growing trend from state to state to de-emphasize the value of our nation's wonderful system of higher education.

(Front row, left to right) Lawrence Grove, principal of Thomas Jefferson Middle School in Arlington, Virginia, former Secretary of Education Terrel Bell, and Secretary of Education Richard Riley are seated onstage before Secretary Riley delivers his State of American Education address.

But all across America there is great energy and commitment to the progress of education. In Colorado, Governor Roy Romer has taken the lead in calling for high standards and comprehensive reform. In Massachusetts, Governor Weld is using Goals 2000 money to support the creation of charter schools.

In Minnesota, thousands of parents are signing compacts to improve their children's learning. And the Parents-as-Teachers (PAT) program in Missouri continues to add value to education by having parents help other parents.

In Columbus, Ohio, Project Discovery is leading a statewide effort to improve math and science instruction. In Illinois, a new technology initiative now links public schools to scientists at Northwestern University.

Good work is being done in many states to design tougher standards for our young people and have real accountability. And, two weeks ago, 81 middle school teachers received the first national certificates for meeting the most rigorous of standards.

Kentucky, a state that has done so much in school reform, is now reporting dramatic improvement in mathematics, reading, science, and social studies based on their new, challenging academic standards.

We are starting to see a difference. Above all, we are starting to overcome the greatest barrier to the future of American education: the tyranny of low expectations.

And the intensity of activity at the state and local levels is being matched by the strong bipartisan commitment of Congress and President Clinton to put excellence back into American education. Passage of the *Goals 2000: Educate America Act*; the creation of a new *School-to-Work Opportunity Act*; our new direct lending program; our new substantial investment in technology; the refocusing of our research arm; the *Safe Schools Act*; the creation of AmeriCorps; and the expansion of Head Start are all part of the national effort to move American education forward.

So I am pleased to report to you today that just eight months after the President signed Goals 2000 into law, 44 states are now moving forward in designing — from the bottom up — an education system for the 21st century. Goals 2000 is the driving force behind the ongoing effort across this country to raise standards, to get technology into the classroom, and to make sure that we set high expectations for every young person, every teacher, and every parent. I want to emphasize that Goals 2000 is the very model of how we can help the states and local schools without smothering them with regulations. Our Department of Education has decided to have no regulations governing this very important program — no regulations — and the state application form is just four pages long. But accountability is there — by state testing to high state standards. About 98 percent of all the funding in Goals 2000 goes directly to the states and in its second year, 90 percent of the funding will flow directly to local school districts.

I want to take a moment to speak directly to the critics of this most important piece of legislation. I am not an advocate of a "national exam;" nor am I an advocate of federal intrusion into state and local decision making. I did not come to Washington to save the job of a bureaucrat or to defend old ways of doing business.

I am a strong supporter of applying ample doses of American ingenuity and creativity to our educational system. We need to encourage ideas such as charter schools and public school choice; be flexible and recognize that students learn in many different ways; and carefully think through how we use time in the school day.

But we must always have accountability in public education — for the sake of both the children and the American taxpayer. Accountability is so important. That is one important reason why I do not support the "silver

See State of Education, p. 5

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Keeping Schools Safe Requires Community-Wide Involvement, Town Meeting Audience Learns

Discussing an issue of the highest priority to students, parents, school staff, and other citizens, the February Satellite Town Meeting explored how schools and communities can ensure that schools are safe, disciplined, and drug-free. Broadcast live from Austin, Texas, from the studios of PBS station KLRU, the program was produced with the help of the Texas Business and Education Coalition and the Texas Association of Partners in Education.

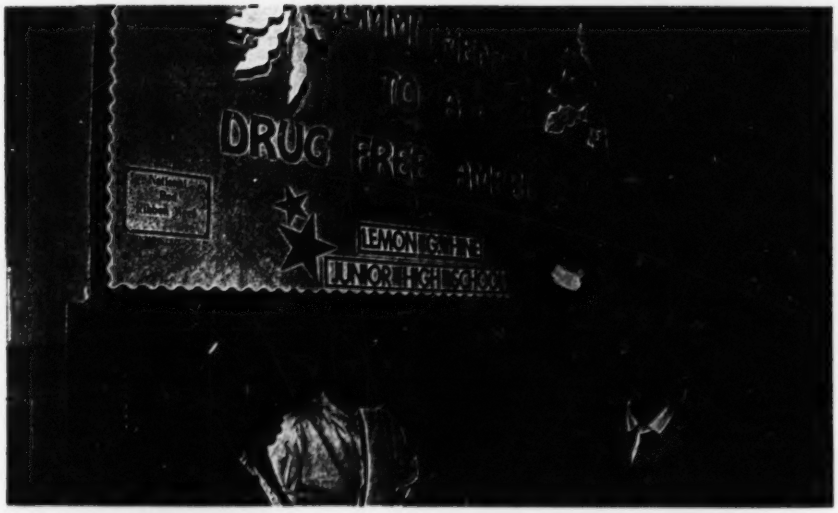
Due to a last-minute bout with bronchitis, Deputy Secretary of Education Madeleine Kunin could not join the program. Assistant Secretary of Education Tom Payzant filled in as the show's host. Secretary of Education Richard Riley was unable to participate in the program but sent a welcoming message, as did Texas Governor George Bush.

The panel guests represented a broad range of perspectives on the school safety issue: that of a principal, teacher, parent and school board member, law enforcement official, and community activist. Panelists spoke of their active involvement in successful programs that were located across the state of Texas.

Alejandro Mindiz-Melton is principal at Zavala Elementary School, an inner-city school that is part of one of the poorest neighborhoods in Austin. Zavala has reached out to parents, teachers, religious groups, and community organizations to help keep students safe. One strategy to keep kids away from gangs has been to offer some 40 after-school classes, ranging from magic and karate to science and art lessons.

When asked about Zavala's successful approach to safety, Mindiz-Melton said, "I think the changes began for us when we stopped isolating ourselves from the community we served and became partners with the parents in our community. We were able to work with parents and find solutions that were community-based. Those are the solutions that work."

Keith Heath is a dedicated teacher at the Learning Alternatives Center for Expelled Youth, the only school of its kind in Dallas. Heath spoke of the school's philosophy toward its student population, who have known behavior problems and lack social skills: success is a journey, not a destination. "We teach social skills in a period at the end of the day so that students can reflect on everything that's gone on and see themselves in a different environment," Heath said. "They no longer see themselves as Crips or Bloods (gang members) but put themselves in a different frame of mind. They see themselves shaking hands, looking a person in the eye, being able to accept criticism without blowing up, and dealing with conflict resolution."



Hine Junior High School in Washington, D.C., was one of 90 schools across the country to win the prestigious Drug-Free Schools Recognition Award from the U.S. Department of Education last year.

Nora Govea is a parent and a school board member for the Lockhart District, located 30 miles from Austin, which includes small communities and rural areas. The Lockhart District begins its efforts before children enter school by sending parent educators to homes to help parents understand how they can contribute to their children's development and learning. The district has also standardized its discipline code from campus to campus and put its longstanding policy in writing. "We did this out of respect for our students. They need to feel that everyone is going to be treated equally," Govea said.

Victor Trevino is an elected Constable of Harris County, which includes Houston. His program is directed at reducing truancy and juvenile crime. Volunteer police officers receive attendance records from area schools and knock on the doors of students who were reported absent. This practice has dramatically reduced the absence rate, and Trevino said that parents are appreciative. When school ends for the day, Trevino has police patrol cars stationed at the exits, helping ensure that students leave school safely with no fighting or gang activity.

Elsy Suttmiller is Education Coordinator of the El Paso Interreligious Sponsoring Organization that helps connect families with schools. The overall goal of the effort is student achievement, but safety is a factor in the equation. The organization holds individual meetings with teachers and parents to find out their concerns and then holds meetings in people's homes, asking parents to develop a plan of action to address their concerns.

Assistant Secretary Payzant reminded the audience that the Gun-Free Schools Act has established a national policy of zero tolerance toward bringing firearms to school. States have until October of this year to pass their own legislation that complies with this standard.

At the Town Meeting's close, Assistant Secretary Payzant summed up the main points of the program. He said the most effective school safety programs encourage student achievement and participation in a variety of activities, give students the knowledge and skills to manage their own behavior, involve the entire community, and establish standardized codes of conduct that are administered fairly.

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GOALS 2000 STATE PLANNING PROCESS UPDATE

Forty-four states have now received funding under the Goals 2000 Act: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, and Wisconsin. In addition, American Samoa, the District of Columbia, Guam, the Mariana Islands, the Marshall Islands, Micronesia, Palau, Puerto Rico, and the Virgin Islands have received grants.

An application for first-year funding is pending for the Alaska Federation.

For more information on your state's planning process, or to find out how you can get involved, contact your chief state school officer.

A Family-Friendly Workplace Encourages Parent Involvement in Education

The Education Department's Family Initiative staff reviewed current publications to find examples of family-friendly policies in the workplace. Here's a sample:

- ✓ Flextime, allowing employee parents to tailor their on-the-job hours to fit the needs of children and school activities
- ✓ Time off for volunteering in school, attending parent conferences, and participating in other education activities
- ✓ Job-sharing
- ✓ Lunchtime parenting seminars
- ✓ Assisting schools in their efforts to become more family-friendly
- ✓ Offering child care resources and referral services

The National Education Goals in Brief

By the year 2000:

- All Children Ready to Learn
- 90 percent Graduation Rate
- All Children Competent in Core Subjects
- First in the World in Math and Science
- Every Adult Literate and Able to Compete in the Work Force
- Safe, Disciplined, Drug-Free Schools
- Professional Development for Educators
- Increased Parental Involvement in Learning

Resources for Families Involved in Education

On Target: Effective Parent Involvement Programs has been issued by the U.S. Chamber of Commerce. It focuses on what businesses are doing to support family involvement in schools and communities. Programs described include those maintained by Southern California Edison and GT Water Products.

To order a copy, contact the Center for Workforce Preparation, U.S. Chamber of Commerce, 1615 H Street, N.W., Washington, D.C., 20062-2000. The phone number is (202) 463-5525. The cost is $14.00 (a special rate for *Community Update* readers.)

The *Parent Involvement Handbook*, written by *Education Today* magazine, offers numerous tips on how parents can meet the learning needs of children from birth through college. The guide was produced with the support of Southern California Edison, John Hancock, the Merck Institute for Science Education, J.C. Penney, and TRW.

To order a copy, write the Educational Publishing Group, 20 Park Plaza, Suite 1215, Boston, Mass., 02116. The phone number is (617) 542-6500. The cost is $7.95 plus $3.00 shipping and handling.

bullet" solution of using public tax dollars for private school vouchers.

Above all, we need to avoid the trap that has so often befallen American education: the inability to maintain a sustained drive for excellence. Too often we get distracted by the fad of the moment. What we need now, more than ever, is some old-fashioned American tenacity to stay on course.

And, I will tell you this: if we roll back the *Goals 2000: Educate America Act* ... if we get off course now ... just when we are turning the corner and giving states and communities the help they request in the form they need it, well then, where will we be? One place we will be is out of step with the American people.

The American people believe in education, and they believe it should be made a national priority. They know that education is an act of building — the building of people, the building of our nation, and the building of our future. It was a "nation at risk" — not just a state or school district — and we as a nation must turn it around!

Every poll that I have read drives home this essential point: the American people want to invest in education that works. The results of the November election do not tell me that the American people want to go backwards. There is nothing that tells me that they want cuts in student aid for college, nor that they want Congress to cut education that helps the American children to work harder and to become more self-reliant.

I pledge my full cooperation to the new Congress. We will make an honest review of what federal education programs are working and which ones have seen their time come and now must go. But the need to reduce the federal budget deficit must be balanced against our need to invest in America's future. The reduction of the deficit and investing in education are two of the most important and essential ways that we can secure this nation's prosperity. In this new Information Age, education must be seen as a national priority.

Millions of young Americans know the score already: to get ahead in America, you need to have a first-class education. This is why we really do need to reinvent the American high school — to create new, concrete links to the world of work and careers — and why access to higher education has got to remain a national priority. We intend to maintain and increase our commitment to the Pell Grant program because it is an essential statement of our commitment to access and equity in higher education.

And, we are very proud of our Department's efforts to create and maintain a new direct lending program for college students. This is a program for the 90s. Recently, an American University student told me that she had received her direct loan in 24 hours and at a lower cost ... and that last year under the old system, it had taken three weeks.

The American people believe in education, and they believe it should be made a national priority.

College presidents are placing a high value on this program because they know that it is working. This program will save the taxpayers $4.3 billion and save students $2 billion by 1998.

Now it should be no surprise to you that saving taxpayers a few dollars is making some lobbyists very upset. Jane Bryant Quinn, in this week's edition of *Newsweek*, writing on this subject, notes, "the lobbyists are again in full cry." Well, I don't mind making these powerful lobbyists upset and unhappy if we can help students, do our job better, and save taxpayers money. This is one case where Congress should really listen to its customers.

I encourage the Congress not to "cap" this new direct lending program. Every college should have the choice to provide the benefits of this program to their students.

But we need to do more. For the first time in generations, parents are truly worried that they will not be able to pass on the American Dream to their children. And they are not alone. High school and college students know that they have but two choices: they can work longer hours for less pay, or they can get a meaningful education.

Our economy has added almost six million new jobs in the last two years, and most of these require new thinking skills. The economy of the future will be — and already is for millions of Americans — an economy based on what you know and on the skills you have. And we need everybody to build America's future.

As we seek to turn the corner, we need to recognize that many young people remain disconnected — growing up on their own — often alone — and in some cases — truly alienated. Last year at this time, I spoke about my very real concern that this disconnection was becoming so pervasive that we were losing touch with one another.

Nothing defines this disconnection better than the increasing violence *by* our children, and the increasing violence *toward* our children. I try hard to understand the causes, but this I know for sure: the American people have had enough.

Now, the great majority of America's schools are safe and drug-free. But we cannot ignore the reality of our times. Guns are being brought to schools as tests of manhood. Drugs are being used with greater frequency and at earlier ages. And a $7 movie ticket is all too

*See **State of Education**, p.6*

Subcarriers 6.2 (Spanish) and 6.8; (English); Orbital Location: 85 degrees West.

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To participate in the Satellite Town Meeting, you can contact your local Public Broadcasting System (PBS) member station, Wal-Mart or Sam's Club, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

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often a ticket to see a killer use a gun.

Strong families and schools with high expectations remain our first lines of defense against the spiritual numbness of violence. When 82 percent of all the people in this nation's prisons and jails are high school dropouts, surely, that fact alone should tell us something about the importance of high-quality and safe schools in every neighborhood.

It is not hopeless. The Robert E. Lee High School in Houston, Texas, and the Joseph Timilty School in Roxbury, Massachusetts, are two schools that have turned themselves around. These schools have set high academic standards; they have attacked the culture of violence head-on; and they have involved parents and the community to get results.

So we must keep our focus on ending the violence. We passed the *Safe and Drug-Free Schools Act* last year. And if you bring a gun to school, don't expect much sympathy — because you are not playing by the rules.

But we need to do more. This is why Attorney General Janet Reno and Dr. Lee Brown, our nation's Drug Czar, will join me in the coming months in visiting different communities to encourage and work with people to end the violence.

And our message to Hollywood is clear and simple: help us raise our children right by ending this fixation that entertainment must always contain violence. By the time young people reach age 18, they have watched 25,000 murders on television alone. Stop glamorizing assassins and killers. I urge you to see this issue through the eyes of parents instead of scriptwriters ... through the eyes of teachers instead of advertisers.

Millions of young Americans know the score already: to get ahead in America, you need to have a first-class education.

Our young people are searching for clearly marked pathways to adulthood that are appropriate for the '90s. In some troubled neighborhoods, gangs have almost replaced the family in laying out a new path to growing up — and what a terrible path it is — an act of violence, a first arrest, expulsion from school, a place in juvenile hall, time spent in prison and sometimes death, and all before they are 20 years of age.

This is why I continue to place great importance on supporting the American family. Last year on this occasion, I announced a new effort to encourage parent involvement in the education of our children. As I said at that time, "thirty years of research tells us that parent expectations and parental involvement" are the starting points for improving American education. Parents matter.

Today, I can report to you that more than 100 organizations, including the national PTA, the U.S. Catholic Education Association, the National Alliance for Business, and the Boys' and Girls' Club of America are actively participating in our Family Involvement Partnership for Learning. There is great energy in this effort.

I am pleased by the support we are receiving from the American business community. And I am deeply encouraged by the religious leaders of many faiths who came together last December to release a "Statement of Common Purpose," articulating their common desire to find new ways to support family involvement in their children's education.

We are at a time for decisionmaking in this country. It is a matter of having the human spirit to believe in ourselves as a people — and to make the firm decision to move forward. Everything is in place to educate America — and the future for our children and our nation depends upon the decision that we as Americans make.

The complete text of the State of American Education address and videotapes of the speech are available. Write to the GOALS 2000 Information Resource Center, U.S. Department of Education, Room 2421, 600 Independence Ave., S.W., Washington, D.C., 20202.